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ABSTRACT

This volume, part of the second annual report on the educational status of schools in the state required by the New York State Legislature, presents a statistical portrait of the elementary and secondary education system for the 1988-89 academic year. In this volume, information about the public schools is given for the state as a whole, and disaggregated by seven community types. The information for the reports was primarily derived from data submitted to the New York State Department of Education. Statistics are given for the following parameters: (1) population characteristics; (2) enrollment trends; (3) participation rates; (4) student performance; (5) attendance and high school completion; (6) public school teachers and administrators; (7) public school finance; and (8) postsecondary education and employment. Data are presented in 157 tables and 10 figures. (SLD)

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THE STATE OF LEARNING

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A Report to the Governor and the Legislature on the Educational Status of the State's Schools

The University of the State of New York • The State Education Department
Albany, New York 12234

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Statewide Profile of the Educational System

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THE BOARD OF REGENTS
THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT

MARTIN C. BARELL
CHANCELLOR

645 FIFTH AVENUE
NEW YORK, NEW YORK 10022

To the Governor and the Legislature of the State of New York:

Pursuant to Section 215-a of Education Law, I am pleased to present the second annual edition of the report, New York: The State of Learning, A Report on the Educational Status of the State's Schools.

This report presents information about enrollment trends, student achievement, graduation rates, the teaching force, and school finances for the 1988-89 school year. The information presented in this report will assist the Governor and the Legislature in assessing the efficacy of the many educational programs supported by the State, and in working with the Board of Regents to support and improve the efforts of all schools in educating the people of New York State.

Respectfully submitted,

Martin C Barell

MARTIN C. BARELL
Chancellor

NEW YORK

THE STATE OF LEARNING

A Report to the Governor and the Legislature on the Educational Status of the State's Schools

STATEWIDE PROFILE OF THE EDUCATIONAL SYSTEM

The University of the State of New York/The State Education Department
Office for Planning, Research and Program Accountability
Albany, New York 12234
January 1, 1990

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COMMISSIONER'S PREFACE

The reader of this report on the state of the State's schools in 1989 will find reason for pride and cause for concern – and of these reactions, the cause for concern is greater.

New Yorkers can be proud of much about their system of elementary and secondary schools. New York boasts some of the finest schools and most successful students in the nation. Data contained in this report support the assertion: for example, the average scores made by New York State students on College Board achievement tests exceed the national average on every test given. Furthermore, New York students' scores on tests of fundamental skills in reading and mathematics (including scores in New York City) have been rising continuously during the past five years, and fewer New York State residents age 25 or older are without high school diplomas in 1988 than in 1980.

At the same time, approximately one of every four young New Yorkers fails to graduate from high school. At a time when our society needs the trained intelligence of each of its members, the annual dropout rate is not much changed from 1970. Furthermore, the percentage of high school graduates receiving more academically demanding Regents diplomas dropped dramatically last year, from 49 percent in 1987-88 to 35 percent in 1988-89.

These data are even more alarming when seen in the context of socioeconomic status and ethnicity. The January 1989 Report averred that:

> The picture which the report's data display is one of two contrasting systems – one largely suburban, white, affluent, and successful; and, the other largely urban, of color, poor, and failing.

The data in this report, more refined than those in last year's initial effort, support this conclusion unequivocally. On measure after measure, the patterns are clear: where there is poverty, educational achievement is depressed. And where there is a concentration of minority people, there is likely to be poverty. These school data reflect the existence in our society of a seemingly permanent underclass, skewed by race. And the school system is not making sufficient progress in changing this condition.

Nor is it clear that schools alone can make the difference. During the past twenty-five years educators have debated the issue hotly. In the late 1960s and early 1970s, researchers such as James Coleman and Christopher Jencks showed that by and large schools do not compensate for the effects of socioeconomic class. More recently, Ron Edmonds and other "effective schools" partisans have argued that good schools do make a difference, that despite their circumstances all children can learn and all schools can

succeed. Meanwhile, despite some promising programs and an upward turn in scores made on basic skills tests, the close association of poverty and school failure continues.

What is needed, beyond those initiatives necessary to improve all of our schools – high expectations, a climate which supports the efforts of students and teachers, more effective and pervasive use of new learning technologies, and so on – is a two-pronged effort: to focus the available resources where they are most needed and to bring schools into closer collaboration with other youth- and family-oriented institutions and organizations. If students in New York City are to do as well on average as their age-mates across the State, for example, their class sizes should not be appreciably larger. And if in some locations families and communities cannot provide the support which young people need, then the school must cooperate with social service agencies and other parties to provide such support.

These considerations underscore the fundamental importance of the measures which the Regents have initiated in recent years, with the support of the Governor and the Legislature, to improve the schools' performance. School failure, low retention rates, and low test scores are features of distressed communities. Additional resources must be focused there, where needs are demonstrably greatest. Early-childhood education; community outreach by schools and community involvement in schools; improved facilities; a variety of teaching approaches; a well-educated and diverse teaching force, empowered to apply its knowledge in practice – these remedies are proven. They must be applied. Determined and informed action, taken consistently over a period of years, is our only hope for change. The Regents have charted the course. They stand ready to guide it, with the help of the State and local governments, educational agencies, community organizations, business and industrial leaders, and the people of New York State.

Thomas Sobol

THOMAS SOBOL
President of The University
of the State of New York
and Commissioner of Education

December 29, 1989

BOARD OF REGENTS—REPORT TO GOVERNOR, PRESIDENT PRO TEM OF SENATE AND SPEAKER OF ASSEMBLY—EDUCATIONAL STATUS OF STATE'S SCHOOLS

Memoranda relating to this chapter, see Legislative and Executive Memoranda, post

CHAPTER 655

Approved and effective Aug. 5, 1987

AN ACT to amend the education law, in relation to providing for the annual submission by the regents of the university of the state of New York to the governor and the legislature of a report on the educational status of the schools

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

§ 1. Legislative findings. The legislature hereby finds that the state annually devotes extensive resources to education and that it is important to insure that such resources are spent effectively and efficiently. Accordingly, the legislature determines that the board of regents should submit to the governor, the president pro tem of the senate and the speaker of the assembly an annual report setting forth the educational status of the state's schools. This report will assist the governor and legislature in assessing the efficacy of the many educational programs supported by the state.

§ 2. The education law is amended by adding a new section two hundred fifteen-a to read as follows:

§ 215-a. Annual report by regents to governor and legislature

The regents of the university of the state of New York shall prepare and submit to the governor, the president pro tem of the senate, and the speaker of the assembly, not later than the first day of January, nineteen hundred eighty-nine and the first day of January of each year thereafter, a report concerning the schools of the state which shall set forth with respect to the preceding school year: enrollment trends; indicators of student achievement in reading, writing, mathematics, science and vocational courses; graduation, college attendance and employment rates; such other indicators of student performance as the regents shall determine; information concerning teacher and administrator preparation, turnover, in-service education and performance; and such other information as requested by the governor, the president pro tem of the senate, or the speaker of the assembly. To the extent practicable, all such information shall be displayed on both a statewide and individual district basis and by racial/ethnic group and gender. The regents are authorized to require school districts, boards of cooperative educational services and nonpublic schools to provide such information as is necessary to prepare the report. In preparing the report, the regents shall consult with other interested parties, including local school districts, teachers' and faculty organizations, school administrators, parents and students.

§ 3. This act shall take effect immediately.

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ACKNOWLEDGEMENTS

Special acknowledgement is given to staff in a number of offices in the State Education Department for their efforts in the preparation of this report.

The Office for Planning, Research and Program Accountability had the major responsibility for the development of the report. Rebecca Kennard, Chief of the Program Accountability Unit, coordinated the project; Raymond Kesper, Andrea Kupferman, Kevin McCarthy, and Martha Musser drafted and revised the various chapters included in the report; Virginia Milne assisted in the editorial review and production processes; and Peggy Novak provided support services in the document's preparation.

Appreciation is extended also to staff in the offices which compiled and prepared the data and tables used in the report. These include: the Information Center on Education -- John Stiglmeier, Director, Diane Hutchinson, and Margaret Norton; the Division of Educational Testing -- Carolyn Byrne, Director, and Kenneth Ormiston; and, the Bureau of Statistical Services -- James Brady, Chief, Carole Hammond, and Sharon Lansburg.

NEW YORK: THE STATE OF LEARNING

A Report to the Governor and the Legislature on the Educational Status of the State's Schools

1988-89

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CLASSIFICATION OF SCHOOLS

In the 1987-88 Statewide Profiles report, much of the data was presented for "New York City," the "Other Big 5 Districts," "Rest of State," and "Total State." While this disaggregation of the data was useful in contrasting conditions in the major metropolitan public school districts with the remaining districts in the State, this format frequently masked the diversity that exists among districts outside the Big 5 Cities. The 1988-89 edition has disaggregated the "Rest of State" category used in last year's report into five smaller categories. This has allowed the report to describe the diversity that exists among several types of districts. The categories used in this report classify all public school districts by the type of community in which the district is primarily located, as follows:

1. New York City;

2. Large-size Cities: Includes the cities of Buffalo, Rochester, Syracuse and Yonkers;

3. Medium-size Cities: Includes the cities of Albany, Binghamton, Mount Vernon, New Rochelle, Niagara Falls, Schenectady, Troy, and Utica;

4. Small-size Cities: Includes all cities with populations under 50,000;

5. Large-size Central Districts and Village Districts: Includes all central school districts with enrollments over 2,500 pupils and all village school districts;

6. Medium-size Central Districts: Includes all central school districts with enrollments between 1,100 and 2,500 pupils; and,

7. Small-size Central Districts: Includes all central school districts with enrollments under 1,100 pupils.

Data for the State's nonpublic schools have generally been disaggregated by "New York City" and "Rest of State."

NEW YORK: THE STATE OF LEARNING

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on the Educational Status of the State's Schools

EXECUTIVE SUMMARY

Section 215 of the Education Law, as amended by Chapter 655 of the Laws of 1987, requires the Board of Regents and the State Education Department to submit annually a report on the educational status of the schools in the State. By law, the report must address "enrollment trends, indicators of student achievement in reading, writing, mathematics, science and vocational courses; graduation, college attendance and employment rates; . . . [and] information concerning teacher and administrator preparation, turnover, inservice education and performance." The law further states that all such information shall be displayed – to the extent possible – on both a statewide and individual district basis and by racial/ethnic group and gender.

This, the second annual report, presents a statistical portrait of the elementary and secondary education system for the 1988-89 academic year. The report is organized into two volumes. This volume is a Statewide Profile which displays information about public and nonpublic schools for the State as a whole and disaggregated by seven community types. The second volume, District Profiles, displays comparable data for individual districts. The information in the two volumes was generated primarily from data submitted by public and nonpublic school administrators to the Department's Information Center on Education and the Division of Educational Testing.

The data highlighted in the publications were selected in accordance with the specific mandates of Section 215-a of the Education Law. Of course, other data regarding student performance, instructional programs, and resources would need to be considered in order to develop a fully comprehensive profile of the State's schools; however, these two volumes provide sufficient information to distinguish important patterns of achievement that help educators and public policymakers to identify the critical challenges of education. The major findings of the report follow:

Population Characteristics

The outcomes of schooling – academic performance, school completion, college enrollment and employment – must be assessed in the context of the daily circumstances under which children live. Significant percentages of the State's children are vulnerable to educational failure because they are poor, live with a single parent, or have a parent

who has not completed high school. For many of these children, problems such as homelessness, substance abuse, and teenage pregnancy complicate already difficult lives. Black and Hispanic families are more likely than white families to live in situations characterized by conditions that place children at risk of educational failure. While children vulnerable to these circumstances are found in communities all across New York State, many are concentrated in communities with limited economic and social resources. To achieve their full potential, these children need the support and guidance of effective schools.

Enrollment Trends

During the 1988-89 school year, the State's public and nonpublic schools enrolled approximately 3.02 million students. Although the number of public school students has been declining statewide since 1970, the trend is projected to reverse. The number of public school students in the mid-1990s will be larger than it has been at any time during the 1980s. Enrollment in the State's nonpublic schools is expected to continue declining through the mid-1990s.

Mirroring the overall population in the State, minority children and poor children comprise an increasing percentage of the total public school enrollment, particularly in the schools of the State's Big 5 cities: New York, Buffalo, Rochester, Syracuse and Yonkers. This urban concentration of poor and minority children has created highly segregated schools and schools with limited fiscal resources.

Participation Rates

Because passing Regents examinations is an indicator of success in a rigorous course of study, the degree to which all secondary students have access to and take Regents examinations is an important issue of educational equity. An analysis of the rates at which students from schools of varying minority composition participate in Regents examinations shows a discouraging pattern. As the percentage of minorities enrolled in a school increases, the percentage of students participating in Regents examinations in English, mathematics and science decreases. This trend is most pronounced in New York City. The data also show that, generally, higher percentages of nonpublic school students take Regents examinations than do public school students.

Since the mid 1970s, there has been a significant increase in the enrollments in special education programs operated by public school districts. These increases are largely attributable to Federal and State legislative initiatives, court decisions and changes in State Education Department policy.

The mandates to provide children with handicapping conditions the program services that best meet their unique needs and to provide these services in the least restrictive way has resulted in schools throughout New York State developing a continuum of special education programs ranging from regular classroom programs to placement in self-contained classrooms. Because of the restrictive nature of these latter programs, educators have been concerned about the numbers and types of students enrolled in them. Evidence cited in this report shows an overrepresentation of minority students in these self-contained special education classrooms. This overrepresentation is more pronounced at the secondary level and affects Black students most.

There has also been significant expansion of the enrollment in prekindergarten education programs operated by public and nonpublic schools. Since the mid 1970s, the number of young children participating in these programs increased almost four-fold. In 1988-89, one-third of the children enrolled in these programs were from minority backgrounds.

Over the last five years, statewide enrollments in occupational education have been declining; almost all the decrease is due to smaller enrollments in occupational education programs operated by public school districts outside the Big 5 cities. Despite an overall decline in the enrollment of students in occupational education programs, there has been a steady increase in the percentage of minority students and students with handicapping conditions enrolled in these programs. Male students continue to dominate occupational education programs in the trade and technical fields and agriculture, while females are concentrated in business, health and home economics programs.

Language minority students come from diverse ancestries and linguistic backgrounds. Some language minority students understand and speak little or no English, while others may be English proficient. Those students who possess varying degrees of speaking, reading and writing abilities in English as well as their home language are considered bilingual. A language minority student who understands and speaks little or no English, or scores below the statewide reference point or 23rd percentile on a standardized test of English is classified as limited English proficient (LEP). Using the eligibility standard of the 23rd percentile score on an English language test, approximately 129,800 public school students have been identified as being limited English proficient. The number of students identified as limited English proficient will undoubtedly increase as local school districts implement recent amendments to the Commissioner's Regulations which allow districts to include students scoring up to the 40th percent in programs for LEP students. Education Department figures also show that these students tend to be overrepresented in special education classes and underrepresented in occupational education programs.

Student Performance

Measures of student performance are essential for assessing the effectiveness of schools. In New York State, the primary measures of student and school performance

across districts in the elementary grades are the Pupil Evaluation Program (PEP) tests and the Program Evaluation Tests (PET). Information about secondary school student performance is gathered from the Regents Competency Tests (RCTs), Regents examinations and several national programs.

Since 1984-85, public and nonpublic schools statewide have succeeded in increasing the percentages of their students scoring above the Statewide Reference Point (SRP) on all PEP tests – although performance varied among public schools according to community type and between public and nonpublic schools. While the New York City schools accomplished the largest increase in the percentages of students scoring above the SRP, they still had the smallest percentages of students meeting this criterion.

The Regents Action Plan mandated the creation of tests to evaluate the effectiveness of instructional programs in elementary school science and social studies as well as middle school social studies. New York City schools achieved the lowest mean scores on the two social studies tests and scored in the bottom quartile on all components of the elementary science test.

The Commissioner's Regulations state that all pupils must demonstrate competency in the areas of reading, writing, mathematics, science, and United States history and government to earn a high school diploma. About half of the pupils graduating from high school each year demonstrate competency in these areas by passing Regents examinations. The Regents Competency Tests were established as a mechanism for students not participating in Regents courses and examinations to demonstrate competency. The RCTs are also used to identify students in need of remediation. While the percentage of students passing the RCTs varies according to the specific subject matter and the community type of public school, a general pattern of performance exists. Students attending public schools in New York City overall have the lowest passing percentages. A higher percentage of nonpublic than public school students pass the tests.

For more than a century, Regents examinations have been an important component of high school education in New York State. Examinations are given in approximately 20 subjects and more than a million examinations are taken by students annually. About 60 percent of the pupils in grades 9-12 take at least one Regents examination in a typical school year. The examinations serve several purposes. They establish and maintain standards by defining important outcomes of instruction in the most commonly studied high school subjects. They help motivate student achievement and provide teachers with valid and reliable final examinations. Again, as with the PEP, PET, and RCTs, New York City schools generally had the lowest percentage of students passing Regents examinations as well as the lowest rate of participation in taking the examinations.

Students who participate successfully in Regents courses and examinations are eligible to receive Regents diplomas. In the past year, the percentage of students receiving

this type of diploma has decreased significantly from 49 percent in 1987-88 to 36 percent in 1988-89. It is likely that this decrease relates to more rigorous graduation requirements initiated with the Regents Action Plan. Staff is reviewing the phenomenon with school personnel. The percentage of Regents diplomas awarded was lowest in public schools located in New York City.

Clearly in 1988-89, there were differences in performance among schools according to community type. Almost uniformly, New York City and the Other Big 5 districts had the lowest performance of all community types. Much of this difference can be attributed to the overall lower socioeconomic status of their students. Performance also varied among schools of different racial/ethnic composition and between genders. Schools with highest percentages of minority students performed less well than schools with lower percentages of minorities. Again, much of the differences must be attributed to differences in socioeconomic status. Except for writing, there were few differences in performance between males and females at the elementary school level, but differences did emerge at the secondary school level with females performing higher in Comprehensive English and foreign languages while males performed higher in social studies and science.

New York State students were well represented in national programs of student achievement. While New York State's graduates accounted for 7.2 percent of all graduates nationwide, our students took approximately 12 percent of the Advanced Placement examinations, comprised almost 11 percent of the students commended by the National Merit Scholarship Program, constituted 47.5 percent of the winners in the Westinghouse Science Talent Search, and scored 11 points higher than the national average on the combined College Board Achievement Tests.

Attendance and High School Completion

While dropping out of school is not a new phenomenon, it has recently captured the attention of educators and the public to an unprecedented degree. This concern is strongly related to the recognition that a high school education provides the minimum skills and knowledge needed by most people to function productively as adults and to compete successfully in the work force. Given our increasingly complex and technological economy, those young people who do not complete high school are at a severe disadvantage when making the transition from adolescence to adulthood.

A review of the professional literature about high school completion establishes that students are more likely to drop out of school if they come from single-parent families and/or from backgrounds of low socioeconomic status. Since higher proportions of Black and Hispanic youth come from these backgrounds, Black and Hispanic youth tend to have higher dropout rates than white students. When factors of socioeconomic status are taken

into account, the differences in the dropout rates among racial/ethnic groups become minimal.

School completion can be measured using several different methodologies: annual dropout rate, graduation rate, and cohort retention rate. Each approach has its advantages and disadvantages. For New York State, the annual dropout rate declined during the first half of the 1980s, but there has been no appreciable improvement since then. Almost 43,000 young people left school prior to high school graduation in 1987-88. Trends in the high school graduation rate demonstrate a similar pattern of improvement in the first half of the decade and very little change since 1985-86. From a longer-term perspective, the annual dropout rate shows only a 0.2 percent improvement since 1970 and the graduation rate is almost 9 percentage points lower than it was in 1970. Cohort retention statistics are not available for schools across the State. However, the student cohort study conducted by the New York City Board of Education in 1988 demonstrated that more than one-quarter of the students followed throughout high school were considered dropouts five years after entering the ninth grade.

When dropout rates were correlated with specific characteristics of public schools in New York State, the analysis clearly indicated that schools with the largest concentrations of students from families receiving public assistance and minority students had the lowest annual attendance rates and the highest dropout rates. Because these poor and minority children are concentrated in urban classrooms, schools located in the Big 5 cities had consistently higher dropout rates than other public schools.

Public School Teachers and Administrators

Classroom teachers and school administrators are the persons most responsible for establishing expectations for students and for transmitting to students the knowledge, skills and aspirations needed for academic success. The interaction between students and teachers is, therefore, the core of the learning experience.

New York State's teaching force is highly experienced with an average of 17 years professional experience. Teachers are also highly credentialed with three-quarters of classroom teachers holding permanent certification and two-thirds having earned a master's or a more advanced degree.

Classroom teaching continues to be a female-dominated profession; two-thirds of the State's teachers are women. However, males hold a significantly greater percentage of administrative leadership positions. Over 90 percent of all public school superintendencies are held by males.

Like their students, the minority percentage of the State's public school professional staff has been increasing and is concentrated in urban schools. The racial/ethnic composition of teachers and other professional staff is not yet comparable to the racial/ethnic distribution of their students.

Teachers in schools with high concentrations of minority students compare somewhat less favorably on several selected characteristics associated with professional qualifications with teachers in schools with lower concentrations of minority students. In general, schools with higher percentages of minority students have more teachers who lack certification in the subjects they teach and experience high teacher turnover rates.

In New York City, where the vast majority of high minority schools are located, these schools employ teachers with the lowest median years of professional experience. Although New York City schools, as a group, employ the highest percentage of teachers with educational credentials beyond the master's degree, the schools with the greatest minority enrollments have the lowest percentage of highly credentialed teachers.

Public School Finance

Between 1983-84 and 1987-88, substantial State aid increases totaling over $2.5 billion were enacted. These increases culminated with approximately $7.4 billion in State aid being expended to support public elementary and secondary education in New York State. Supplementing State funds were almost $9.0 billion in local funds and $498 million in Federal funds.

The system for financing public education has as its goals: providing equal educational opportunity for all students, ensuring taxpayer equity, and promoting increased accountability in the expenditure of public funds. Several characteristics of current school financing hinder the achievement of these goals. Equal pupil opportunity is constrained by: the sometimes inappropriate or inequitable distribution of funds among individual schools within a district; insufficient funding for students placed at risk of educational failure by socioeconomic circumstances; the use of attendance for aid purposes which does not adequately provide for programs for students with high absenteeism; and the use of State aid increases to reduce local tax effort instead of improving programs. Achieving taxpayer equity is made more difficult by exceptionally high tax rates of some districts and aid formulas which do not recognize regional case differences or the effects of inflation. Increased accountability will be achieved when local maintenance of effort requirements are strengthened and expanded beyond New York City, and when State-level initiatives to enhance fiscal and programmatic accountability are fully implemented. The State aid proposal for 1990-91 is intended to redress these problems.

Postsecondary Education and Employment

Two major positive outcomes of elementary and secondary education are enrollment in postsecondary education and productive employment. Therefore, the quality of elementary and secondary education can, to some degree, be measured by the number of students who enroll in and complete postsecondary education programs and by the number of students who successfully compete in the job market.

Nearly 950,000 persons pursued some form of degree-credit postsecondary education during 1988-89 at New York State colleges and universities. Among the high school graduates in 1988-89, three out of four young people intended to pursue some form of postsecondary education. The "college-going" rate was higher for graduates of nonpublic schools than for graduates of public schools.

During 1987-88, the State's postsecondary institutions awarded over 169,000 degrees. Overall, the percentage of minorities receiving degrees has increased at all levels of postsecondary education since the late 1970s. On the other hand, the general pattern for degrees received is that, as the degree level becomes more advanced (from associate through doctoral degrees), the percentages of Blacks and Hispanics receiving degrees decrease.

National statistics show that the transition from adolescent dependence to economic self-sufficiency through employment is problematic and prolonged for many youth. Young people have higher unemployment rates and earn lower wages than older workers. Among young people, whites have higher labor force participation rates and lower unemployment rates than their minority peers. Young people who do not complete high school are at even greater disadvantage when competing in the labor market. These youth tend to have higher unemployment rates, earn less, and are more likely to work at jobs with poorer working conditions than high school graduates.

Conclusion

The tables presented in this report show that too often, the lack of student achievement is closely tied to the economic and social circumstances of the community where schools are located. Large urban school districts, with their prevalence of poverty, separated families and minority enrollments continue to fall behind other State school districts in all measures of academic performance. Although there are many exceptions, as the State becomes more ethnically, culturally and linguistically diverse, more school children are at increasing risk of educational failure.

Although the chief purpose of this report is to present the condition of our schools, it would be incomplete if it did not address the challenges revealed by these findings. The Board of Regents and the State Education Department have developed ten principles to guide school reform which reflect many of the initiatives already under way. These include a renewed emphasis on academic outcomes, the concentration of resources where they are needed most, an investment in early childhood education and a strong commitment to ensuring a professional work force. In order to achieve these and other goals, the Regents and the Department recognize that equity in student opportunities to participate and complete an educational program is essential. School accountability and accessibility to their communities must also be achieved.

CHAPTER 1: EDUCATION – A DYNAMIC PARTNERSHIP

The New York State Constitution directs the Legislature to create and maintain a free system of common schools where all children have the opportunity to be educated. To fulfill this mandate, the Legislature, over the last 200 years, has created an educational system that combines State authority and local responsibility. It is a partnership between the State – through the actions of the Governor, the Legislature and the Board of Regents – and the local communities – through the actions, primarily, of local boards of education and, subsequently, of school administrators, and community institutions and parents.

State Education Law establishes the Board of Regents as the chief steward of the State's public and nonpublic elementary and secondary schools. While the Regents hold many other important duties as the governing board of The University of the State of New York,[1] none is more important. The quality of education the developing child receives is a strong determinant of the life opportunities and the future economic circumstances of that child.

The Regents and the Commissioner of Education set standards for educational equity and excellence, and provide technical assistance to schools to meet those standards. Staff of the State Education Department, under the direction of the Regents and the Commissioner, monitor school and student performance to determine local compliance with law and regulation and to ensure that students make satisfactory progress toward meeting State standards. Department staff also provide assistance to schools to promote educational excellence and equity.

Annually, the Governor and Legislature appropriates State funding to public schools, determines the ways in which the funds will be distributed to local school districts and, in many cases, establishes the purposes for which the funds may be spent. They also enact legislation governing the operation of public schools, such as the compulsory attendance age and the length of the school year.

Within the context of law and regulation established by the Legislature and the Regents, local boards of education have primary legal responsibility for the public schools.

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[1]Founded by the Legislature in 1784, The University of the State of New York is the nation's most comprehensive and unified educational system. It is composed of all public and nonpublic elementary and secondary schools, Boards of Cooperative Educational Services, 253 public and independent postsecondary institutions, 755 libraries, 329 museums, over 1,100 historical societies, 23 educational television and radio stations, and 31 licensed professions. Long-term planning and coordination of educational programs, and the setting of broad policies and standards are the Regents main functions. The Board issues regulations governing the operation of many educational endeavors and charters all cultural institutions. The Regents also set standards for professional certification and licensure, and conduct disciplinary proceedings for all major licensed professions except law.

Local school boards set policy, submit budget proposals for local vote, authorize the hiring of staff, monitor the quality of instruction, supervise school improvement activities, and oversee the maintenance of school buildings.

The Regents and the State Education Department fully support local initiative and community control as fundamental characteristics of the State's public educational system. At the same time, the State has a compelling interest to be assured that all students have a sound basic education which prepares them to participate in society as intelligent, productive and responsible citizens. Greater public school accountability will enable the Governor, the Legislature, and the public to understand more fully the challenges, needs, and successes of public education in the State and to continue their support for school improvement efforts.

The situation of the State's nonpublic schools is somewhat different. They derive their fiscal support from parents, trustees, and sponsoring organizations, not from public tax dollars. Their governance is exercised by a board of trustees or a religious authority. The Regents and the State Education Department support the pluralism and independent nature of these schools, founded on a diversity of religious convictions and educational philosophies. Nonpublic schools are accountable for educational achievement primarily to the parents who choose such schools for their children. Nevertheless, the State must ensure that nonpublic schools meet minimum educational standards; and the Regents and the Department actively support nonpublic schools in their efforts to set standards of excellence to which their pupils may aspire.

The ongoing State-local partnership is the foundation of the elementary and secondary education system in New York State. A child's academic success depends primarily on the instructional program in the local school. A major catalyst in ensuring the effectiveness of schools is the quality of relationships among the Regents and the State Education Department, other State agencies, local boards of education, community organizations, teachers and school administrators, and the family. The strength and comprehensiveness of these relationships affect educational success in a variety of ways, both directly and indirectly.

The family is the primary institution in our society responsible for children's development. As a partner with schools, the family is vital in shaping a positive attitude toward education among children and in supporting a learning environment in the home which can promote the academic success of children. Parents and other family members can act as tutors to reinforce classroom instruction, as advocates for their children in relations with schools, and as valuable resources in establishing the school's expectations for students and planning school programs and activities.

Teachers and administrators establish the environment of expectations and acceptable performance within the school building. Through what is taught and how it is taught, through daily interaction between students and adults, the principal and staff create a climate for learning and for moral and social growth.

The school and the home are not the only places where children learn. A community is a myriad of private and public associations, organizations, firms, and institutions that contribute, both formally and informally, to the education of the young. Business and industry, community organizations, churches and synagogues, professional societies, cultural institutions, human service agencies, and local media – all must be committed to improving the quality of our educational system for the benefit of all children.

The motivation and capacity to learn that children bring into the school building are largely determined by the conditions under which they live daily. For children whose lives are characterized by familial, social, and economic instability, it is often difficult to assign high priority to school attendance, academic performance, or high school completion. Other State, regional, and local government agencies can contribute fundamentally to promoting educational opportunity through the provision of income maintenance, health care, housing assistance, job training, economic development activities, and other services.

CHAPTER 2: POPULATION CHARACTERISTICS

Studies of the differences in scholastic attainment among children agree that the family helps to account for much of the variation in pupil achievement; perhaps as much as half of the difference may be the result of family background.[1] Family characteristics – such as family income, whether there are two parents present, and most important of all, the mother's level of educational attainment – are closely associated with the educational achievement of children. These demographic characteristics affect the quality and richness of the parent-child interaction and help to shape the learning environment in which the child lives. This environment, in turn, affects the acquisition of language skills, school readiness, and achievement throughout the school years.

Consequently, the outcomes of schooling – academic performance, school completion, college enrollment, and employment – must be assessed within the context of the demographic characteristics of students. The three demographic characteristics previously mentioned are particularly important, specifically: children and families living in poverty, families headed by a female, and educational attainment of the family head.[2] In our society, the racial and ethnic background of families is also a consideration in assessing the outcomes of schooling because of the association between minority status and demographic factors generally believed to affect academic performance.

The school-aged population of New York State is demographically diverse and changing. It includes many children from families whose economic, educational, and personal resources are not sufficient to prepare them to succeed in school without additional assistance. Significant percentages of New York State children are vulnerable to educational failure because they are poor, live with a single parent, or have a parent who has not completed high school.

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[1]For fuller discussion of this point, see Michael Rutter's review, "School Effects on Pupil Progress: Research Findings and Policy Implications," published in Child Development, (vol. 54, no. 1) by the Society for Research in Child Development.

[2]The major source for statistics about population characteristics is the March 1988 Current Population Survey. The percentages given are based on a sample of 10,703 New York State individuals. Because of the small sample size in any given category, the percentages cited must be considered rough estimates of actual population percentages. While the data were collected in 1988, poverty status is based on 1987 income.

Family Structure and Poverty

In 1988, approximately 15 percent of all New York State families[3] had incomes below the poverty level.[4] Another nine percent of families were near poverty, having incomes between 100 and 149 percent of the poverty level. Families below the poverty level included 23 percent of all children under 20 years old and 27 percent of all children under 10 years of age. These percentages represent a continuing upward trend. In 1969, one in ten children residing in New York State lived in poverty; only 11 years later, this proportion had doubled to one in five.

Single parents frequently face the challenge of being both the sole nurturer and sole provider for their children. In households with incomes below the poverty level, the challenges associated with single parenting are magnified since the family head must cope simultaneously with both the demands of child rearing and economic survival. The percentage of children living in single-parent families has increased steadily through the 1970s and 1980s. In 1988, approximately 25 percent of families were headed by a single female; another 10 percent were headed by a single male.

Living in a single-parent family increases the likelihood that a child will be poor. Families headed by a single female in 1988 were six times as likely to be poor as families headed by a married couple. Approximately 30 percent of female-headed families lived in poverty, compared to 5 percent of married-couple families. Families headed by a single female were also disproportionately represented among the "near poverty" families. In New York State, female-headed families were more likely to live in near poverty (14 percent) than were families headed by a married couple (5 percent).

Educational Attainment

The educational achievement of children is strongly related to that of their parents. In 26 percent of families residing in New York State, the head of the family has not completed high school. The absence of a high school diploma dramatically increases the likelihood that the family will have an income below the poverty level. Approximately 30 percent of these families lived in poverty during 1988 – twice the poverty rate for all families (regardless of educational attainment). When the family was headed by a single person, the rate of poverty was even greater. Among families headed by a female who

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[3]A family refers to any household composed of two or more persons related by blood, marriage, or adoption.

[4]The poverty index provides a range of income cutoffs which are adjusted to account for family size, number of children, and age of family householder. These cutoffs are updated each year to reflect changes in the Consumer Price Index. The poverty threshold for a family of four was roughly $12,000 in 1987.

had not completed high school, the poverty rate was 51 percent. Married-couple families in which the householder[5] did not have a high school diploma experienced a poverty rate of almost 14 percent – almost three times the poverty rate for all families headed by a married couple (regardless of educational attainment).

Race/Ethnicity and Families

Many children from minority families face multiple risks. Children from minority families are more likely to live in poverty and have a single parent at home who has not completed high school. According to 1988 estimates, 35 percent of Black families and 47 percent of Hispanic families lived in poverty. By comparison, nine percent of white families were poor. A factor that may influence the poverty rates for minority families is that Black and Hispanic families are more likely than white families to be headed by a single female, and hence to be at risk of being poor. Approximately 52 percent of minority families, in contrast to 16 percent of white families, had a female householder. Nearly two-thirds (61 percent) of Black and almost three-quarters (73 percent) of Hispanic families with a female householder lived in poverty during 1988. Further, many Black (39 percent) and Hispanic (67 percent) female householders had not completed high school. Hispanic children were particularly likely to have mothers who had not completed high school; and for many of these mothers, English was a second language.

The associations among race/ethnicity, poverty and educational attainment have ramifications for New York in light of the State's changing racial and ethnic composition. The State's minority population is increasing faster than the overall population. Between 1960 and 1980, the percentage of nonwhite residents more than doubled, from 9 percent to 21 percent. In 1988, minority persons constituted approximately 28 percent of the State's population. Figure 2.1 illustrates the changing population shares of minority and white children in New York State between 1970 and 1988. The percentage of Black children increased between 1970 and 1980 and has remained stable since that time. The percentage of Hispanic children and children from other racial and ethnic minorities has increased steadily since 1970, with a concomitant decrease in the percentage of white children.

In New York City, the number of minority children grew faster and constituted a larger proportion of the population under 20 years old than in the State as a whole. In 1970, Black, Hispanic and other minorities constituted 49 percent of New York City's children; by 1980, their percentage had grown to 63 percent – an increase of 14 percentage points, twice the increase of the minority population's share statewide. The

[5]The householder refers to the person in whose name the housing unit is owned or rented. If the house is owned or rented jointly by a married couple, the householder may be either the husband or wife.

growing share of the State's minority population is an important factor in anticipating students' needs and in planning educational services which take those needs into account.

The high incidence of risk factors among minority and single-parent families should not obscure the problems faced by white and two-parent families in both urban and rural areas. While Black and Hispanic families are more likely than white families to live in poverty, approximately one-third of the families (32 percent) living in poverty during 1988 were white. Similarly, while female-headed families are more likely than married-couple families to live in poverty, 24 percent of the families in poverty were, in fact, married-couple families. It has been suggested that poor, two-parent families fall further below the poverty line on average than any other type of family, including single parents on welfare.[6] Figure 2.2 graphically represents the distribution of the three educational risk factors discussed here (poverty status, single head of household, and head of household not completing high school) among all households in New York State during 1988.

Many children face additional hardships. Besides the familial risk factors they may confront, they also reside in neighborhoods of extreme poverty. Based on the 1980 census, 355 New York State census tracts have been identified as areas of extreme poverty; that is, more than 40 percent of their residents lived in poverty.[7] The vast majority (83.4 percent) of these tracts are located in three boroughs of New York City: Bronx, Brooklyn, and Manhattan. Six tracts (1.7 percent) are located in rural areas of the State, and the remaining 53 (14.9 percent) tracts are located in other urban areas. In 1980, one of every five persons living in poverty resided in an extreme poverty tract in the three boroughs. In these tracts, Black and Hispanic residents each accounted for nearly half of the poor. Blacks were also concentrated in the urban tracts, accounting for 70 percent of the poor. In contrast, three-fourths of the poor in rural tracts were white.

As expected, the prevalence of demographic characteristics that are associated with poverty was high in extreme poverty tracts. Only two in five adults reported having graduated from high school. About one-fifth of households in the borough and other urban tracts were female-headed families with children, compared with five percent of households in rural tracts. Sixteen percent of the adults in the tracts located in the Bronx, Brooklyn, and Manhattan reported not speaking English well.

Many social theorists believe that the concentration of poverty in these tracts is an additional handicap to the individuals living there. Certainly, these areas of extreme poverty include many children with multiple educational risk factors. The schools that

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[6]This situation is possible because food stamps, medical insurance, and public housing are generally not calculated as income in determining which families are below the poverty threshold. For fuller discussion of this issue, see Bane, Mary Jo and Ellwood, David T., "One Fifth of the Nation's Children: Why Are They Poor?" in Science, vol. 245, September 8, 1989, pp. 1047-1053.

[7]This discussion of extreme poverty areas is based on James B. Welsh's "Characteristics of High Poverty Areas in New York State," which was published by the New York State Department of Social Services.

serve these children face a unique set of challenges in their efforts to ensure their educational success.

Statistics document that many New York State children come from families with demographic characteristics that make them vulnerable to educational failure. These problems are exacerbated because the children are concentrated in certain school districts rather than being evenly distributed throughout the State. According to data from the 1980 U.S. Census, some school districts in the State had no children living in poverty, while in others, the rate was almost 40 percent. Undoubtedly, the variation in the percentage of children living in poverty among individual school buildings of a given district was considerably greater, since many poor children were concentrated in neighborhoods of extreme poverty.

Tables 2.1 and 2.2 illustrate the diversity in demographic characteristics among school districts in 1980. Comparable data for school districts cannot be generated from the 1988 Current Population Survey.[8] However, there is no evidence from the general population trends discussed in this chapter that the relative rankings among the different types of public school districts as shown on the tables have changed significantly. In fact, it appears that the general population trends discussed in this chapter which are associated with educational risk are changing in ways that increase certain children's vulnerability to educational failure.

School districts serving children placed at risk of educational failure can be found throughout New York State in both urban and rural communities. Table 2.1 shows that New York City and the Other Big 5 cities serve many children with educational risk factors. The average percentages of enrollment composed of children experiencing educational risk are higher for the Big 5 cities than the average percentages for districts in the New York City suburban counties or the rest of the State.

However, grouping districts into several large categories masks important diversity among individual districts. It is necessary to examine the range of enrollment percentages within each of the larger categories to understand this diversity fully. Many smaller cities and rural communities also serve large percentages of children from families who live in poverty, speak a language other than English at home, and are headed by a single parent who most likely has not completed high school. For example, in at least one public school district located in the suburban counties of New York City, minority children represented 99.8 percent of the total enrollment. Among districts within the "Rest of State" category, there is at least one district in which 59.3 percent of adult residents had not completed high school.

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[8]District-level data cannot be estimated from the March 1988 Current Population Survey because of the small sample size (10,703 persons in New York State) and, more importantly, because many school districts were not sampled.

The factors that make children vulnerable to school failure also place them at risk of other difficulties such as homelessness, teenage pregnancy, and substance abuse. These added difficulties have profound implications for school achievement and high school completion.

Homeless Families

The large number of homeless families and children in New York State is an important concern for educators. Studies on homelessness document that families and children who live for any extended time in a hotel, motel, or shelter lack access to many of the most basic necessities for living. These families must focus on the survival needs of housing, food, and basic health care. Consequently, education and school attendance may be a secondary priority in their lives. Problems that students from homeless families often experience include loss of continuity in instruction, causing gaps in developmental learning; failure to achieve caused by increased mobility; and disruption in school-based educational, social, health, and recreational services.

Based on a February 1989 survey of upstate counties, the New York State Department of Social Services reported that 1,776 families and 3,499 children were being sheltered by local social services districts. The combined homeless total represents an increase of approximately eight percent since the Department's July 1988 survey. The number of homeless families decreased 0.7 percent, while number of homeless singles increased by 14 percent.

As of October 2, 1989, New York City sheltered 3,937 homeless families and 7,246 children, down from 5,120 families and 12,303 children in September 1988. Despite this decline, the numbers represented a significant increase in the number of persons sheltered since December 1983, when the city sheltered 2,416 families and 5,824 children.

At the time of the Department of Social Services' February 1989 survey, the leading cause of family homelessness in upstate counties was domestic violence, a factor in 36 percent of the cases. Eviction by a landlord was the second leading cause; it was the principal factor in 25 percent of the cases. Affordability of housing was the major reason for the homelessness of single persons. Indeed, affordability of housing and the economic factors which influence housing costs are key contributing factors to the increase in the homeless population statewide, and particularly in New York City. These economic conditions include: a large and steady decrease in the State's low-income housing supply over the last decade, with an accompanying steady increase in the cost of housing, and a persistent rise in poverty during the same period.

Teen Mothers

Research has shown that teenage pregnancy and childbirth often severely narrows the life opportunities of young mothers. Teenage mothers are more likely not to complete high school than their peers and are more likely to be members of poor families. These mothers frequently do not have the financial and personal resources to provide a nurturing environment; consequently, births to teenage mothers often perpetuate a cycle of poor school achievement and poverty among their children.

Data on births to teenagers nationwide in 1987 show a continued decline in the number of such births.[9] However, this decline is largely due to a decrease in the actual number of teenage women rather than to a decline in the birthrate. During the 1980s, the rate of births among teens 15 to 19 years of age has declined only slightly. Among teens younger than 15 years, the birthrate has not declined. Data for New York State show that the rate of births to teen mothers actually increased from 1980 to 1985. In 1980, there were 35 births for every 1,000 females aged 15 to 19. By 1985, the rate had increased to 39 births per 1,000. Tables 2.3 and 2.4 present the number and rates of births to New York mothers under 20 years of age in 1987. New York City had a disproportionate share (51.2 percent) of births to teenage mothers statewide. Of all births to teenage mothers, Syracuse had the highest rate among the Big 5 cities; almost one-fifth (18 percent) of all births in that city were to females under 20 years of age. In New York State, nonwhite teens had a significantly higher rate of births (77 per 1000) than white teens (29 per 1000) during 1985. These State birthrates were, nevertheless, lower than the teenage birthrates nationwide.

National statistics show that although teenage mothers are substantially more likely to drop out of high school, they have made important gains in educational attainment in the past ten years. Among women having their first child at 17 years old or younger, only 29 percent graduated from high school in 1975, but 56 percent graduated in 1986.

Substance Abuse

In 1983, the New York State Division of Substance Abuse Services conducted a survey concerning substance and alcohol use among public and nonpublic school students in grades 7 through 12. The major findings were:[10]

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[9]The major source for this discussion is unpublished data from the National Center for Health Statistics, Department of Health and Human Services compiled by Child Trends, Inc. of Washington, D.C.

[10]A Double Danger: Relationships Between Alcohol Use and Substance Use Among Secondary School Students in New York State, published by the Division of Substance Abuse Services and the Research Institute on Alcoholism, Division of Alcoholism and Alcohol Abuse, Fall 1985.

- Most secondary school students have used alcohol and substances at some time; 53 percent have used both.

- Combined use of alcohol and substances is also widespread.

- Alcohol use is most likely to begin at 13 years old; substance use begins most frequently between 14 and 15 years of age.

- Fifteen percent of all secondary students and 22 percent of all high school juniors and seniors considered themselves heavy users of both alcohol and other substances. These students reported having personal and social problems as a direct result of their alcohol and substance use.

More recent data compiled by the New York City nonprofit organization INTERFACE show that substance abuse disproportionately harms the city's children.[11] While children between the ages of 12 and 17 years constitute nine percent of the city's total population over the age of 12 years, these children account for 20 percent of the drug abuse population. Further, INTERFACE estimates that statewide there are approximately 467,000 children with at least one parent who is a substance abuser. This group includes ten percent of all children in the State. Half of these children are under six years old and live with an adult substance abuser who is untreated. Approximately 276,000 children of substance abusers live in New York City – 59 percent of the total number of children of substance abusers statewide.

Demographic characteristics related to educational risk – poor families, single-parent families, and households without a high school graduate – and other social and economic conditions that negatively affect educational opportunity – homelessness, teen pregnancy and substance abuse – are complexly interwoven. While all school districts enroll children with educational risk factors, these children are not evenly distributed among all State school districts or among all racial/ethnic and socioeconomic groups. Many of these children are concentrated in communities with limited resources and inadequate social systems. These children have the capacity to achieve educational success with the guidance and support of effective schools. To achieve success, schools must work to ensure that all aspects of the schooling experience reinforce every child's self-worth and academic potential.

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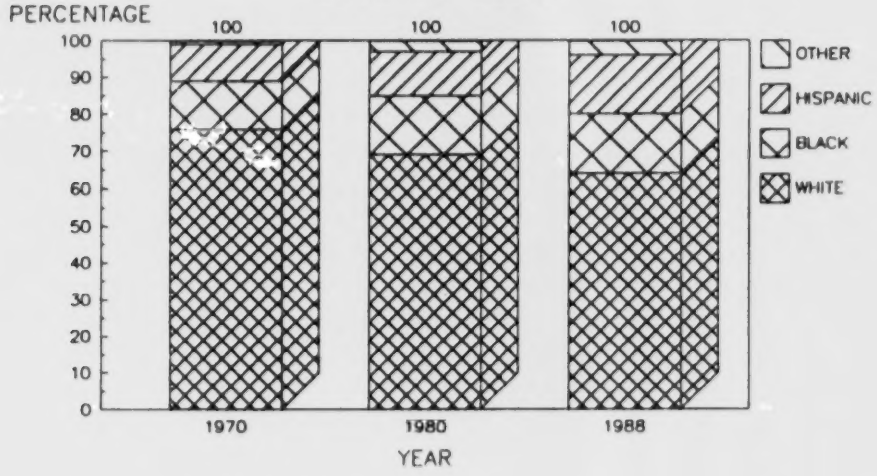
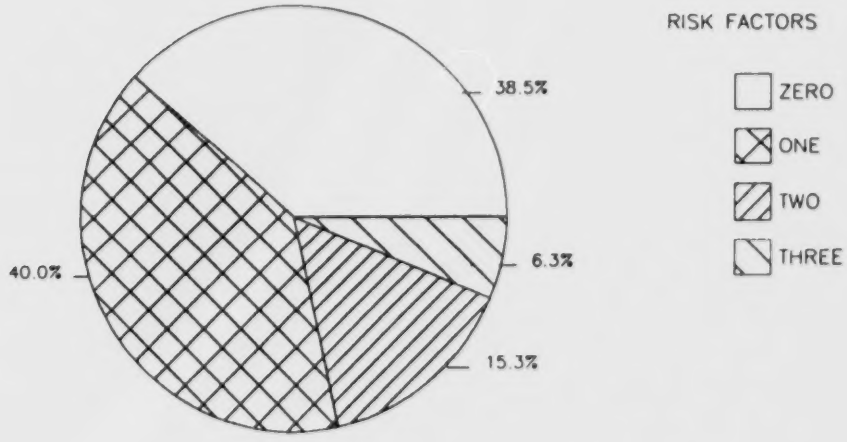
[11] INTERFACE, Childwatch: Children and Drugs, June 1989.

FIGURE 2.1 NYS POPULATION BY RACIAL/ETHNIC GROUP BIRTH TO 20 YEARS OF AGE 1970 TO 1988



Source: March 1988, Current Population Survey.

FIGURE 2.2. NUMBER OF EDUCATIONAL RISK FACTORS IN NEW YORK STATE HOUSEHOLDS 1988



Risk factors include income below poverty, single householder, and householder has not completed high school.

Source: March 1988, Current Population Survey.

TABLE 2.1

SELECTED DEMOGRAPHIC CHARACTERISTICS OF PUBLIC SCHOOL DISTRICTS

NEW YORK STATE
1980

District Type/Location	Percent of School Districts Having				
	Children (5 to 17) Below Poverty Level	Single-Parent Household	Adults (18+) Not Completing High School	Minority Children	Language Other Than English Spoken at Home
"Big 5 Cities" [1,2]	30.0%	16.1%	38.0%	61.9%	33.3%
NYC Suburban Counties [2]	7.3	9.3	21.9	15.5	9.0
Range Within Type	0.0-26.4	0.0-35.1	6.6-41.6	0.0-99.8	0.0-44.3
Rest of State [2]	10.7	9.3	28.7	5.2	3.9
Range Within Type	0.0-39.8	2.5-17.1	8.5-59.3	0.0-51.9	0.0-19.4
Total State	17.9%	12.8%	31.8%	31.0%	17.2%

[1] Includes New York City, Buffalo, rochester, Syracuse and Yonkers.

[2] Statistics reflect a weighted mean for all districts in the District Type.

Source: NYSED, Fiscal Analysis and Services Unit, Diversity in New York State: An Analysis of Socioeconomic Characteristics and public School Finances in a Heterogeneous State, February 1988.

TABLE 2.2

SELECTED DEMOGRAPHIC CHARACTERISTICS OF PUBLIC SCHOOL DISTRICTS

THE BIG 5 CITIES
1980

District /Location	Percent of School Districts Having				
	Children (5 to 17) Below Poverty Level	Single-Parent Household	Adults (18+) Not Completing High School	Minority Children	Language Other Than English Spoken at Home
New York City	30.7%	16.2%	38.2%	64.6%	36.2%
Buffalo	29.5	17.1	41.6	43.6	6.7
Rochester	25.2	16.7	38.8	51.9	12.1
Syracuse	22.9	13.7	31.0	32.3	6.6
Yonkers	15.8	12.7	30.4	32.0	23.8
Total Big 5 Cities	30.0%	16.1%	38.0%	61.9%	33.3%

Source: NYSED, Fiscal Analysis and Services Unit, Diversity in New York State: An Analysis of Socioeconomic Characteristics and public School Finances in a Heterogeneous State, February 1988.

TABLE 2.3

NUMBER OF BIRTHS TO MOTHERS UNDER AGE 20 YEARS

NEW YORK STATE
1987

Location	Age		Percent of All Births to Mothers Under 20	Race*	
	Total 17 and Younger	Total Under 20		White	Black
New York City	5,159	13,126	11%	6,242	6,735
Buffalo	418	974	17	399	562
Rochester	382	883	16	323	553
Syracuse	266	581	18	259	260
Yonkers	89	240	9	145	94
Total Big 5 Cities	6,314	15,804	NA	7,368	8,204
Rest of State	3,333	9,812	NA	7,902	1,826
Total State	9,647	25,616	NA	15,270	10,030

* Totals for births to White and black mothers do not add to total for all births because statistics were not reported for births to mothers from other racial/ethnic groups.

TABLE 2.4

BIRTH RATE FOR FEMALES AGES 15-19 YEARS

NEW YORK STATE
1985

Location	Births Per 1,000 Females		
	Total	White	Nonwhite
New York State	39	29	77
U.S. Total	51	43	90

Source: Facts at a Glance, Sept. 1989, Child Trends, Inc., Washington, D.C.

CHAPTER 3: ENROLLMENT TRENDS

During the 1988-89 school year, approximately 3.02 million students were enrolled in New York State's public and nonpublic schools. Approximately 2.53 million public school students attended classes in 3,942 schools located in 718 different local school districts. The remaining 491,377 students – 16.3 percent of all the State's school children – attended 2,222 nonpublic schools. The vast majority of these schools operated with religious affiliations, nearly two-thirds being Roman Catholic.

Total public and nonpublic school enrollment in New York State has experienced a steady decline since 1970. Table 3.2 shows that since 1970, total public school enrollments have dropped almost 28 percent, from 3.49 million in 1970-71 to 2.53 million in 1988-89. This overall trend is expected to continue until the end of the decade, when a reversal is anticipated. By 1995-96, the total enrollment will have recovered to 2.75 million largely due to the continued growth of the State's elementary school-aged population, which began in 1986-87.

Nonpublic school enrollments have also been declining during the 1970s and 1980s, but at a rate greater than that for the public school enrollments. Between Fall 1970 and Fall 1988, nonpublic school enrollments decreased from 787,853 to 491,377. Yet, unlike public school projections, nonpublic school enrollments are expected to continue the downward trend into the 1990s, to approximately 435,444 by 1995-96. Consequently, the nonpublic school share of the State's total school enrollment will decrease from 18.4 percent in 1970-71 to a projected 13.7 percent in 1995-96. (Tables 3.1 and 3.2)

Mirroring the overall population in the State, minority children comprise an increasing percentage of the total public school enrollment. Between Fall 1970 and Fall 1988, the percentage of minority enrollments[1] in these schools increased from slightly over 25 percent to almost 39 percent (Table 3.3). For nonpublic schools, minority enrollments during the same period increased from 12.8 percent to over 29 percent.

For the three year period shown in Table 3.4 from Fall 1986 to Fall 1988, public school enrollments for Hispanics and other minority students have continued to increase, while overall enrollment in public schools by Black students rose between Fall 1986 and Fall 1987 and then declined. The most substantial decline in enrollment can be seen for white students.

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[1]Includes Blacks, Hispanics and Other Minorities. This latter group includes American Indians, Alaskan Natives, Asians and Pacific Islanders.

The greatest increases in minority enrollment have occurred in New York City public and nonpublic schools and in the Other Big 5 districts.[2] Table 3.3 shows that in New York City public schools, minority enrollments have increased by over 18 percentage points since 1970, from 61.7 percent to 80.2 percent of all enrollments. For New York City nonpublic schools, minority enrollments have increased by approximately 21 percentage points during this same time, from 20.0 percent in 1970 to 41.4 percent in 1988. This increase is partially attributable to a gain of 11 percentage points in Black student enrollments.

In the Other Big 5 districts, minority enrollments have also dramatically increased since 1970. Table 3.3 demonstrates that in Fall 1988 over 58.0 percent of enrollments in these public schools were minority students compared to 34.0 percent in 1970. The nonpublic schools in the Other Big 5 cities have also experienced an increase in minority student enrollments. In 1970, these nonpublic schools enrolled 10.0 percent of their students from minority groups. In 1988, the share of minorities among their student populations had more than doubled to 24.2 percent.

Table 3.5 illustrates the distribution of public school students throughout the State by community type. It reveals that New York City enrolls over one-third (36.6 percent) of all students registered at public schools. Only the category of "Large-size Central Districts and Village Districts" contains a higher share of the total State public school enrollment (37.6 percent). However, Table 3.6, which examines the distribution of minority enrollments by these community types, shows that minority enrollments are concentrated primarily in New York City and the Other Big 5 cities,[3] even though this latter category contains only 4.5 percent of all public school enrollments. Minority enrollment in "Large-size Central Districts and Village Districts" represents just over 11 percent of these schools' student population.

The urbanization of the State's public school population has important ramifications because of the concentrations within the State's larger urban areas of students who are minority, poor, and limited in their English proficiency – the very students whom schools have been least successful in educating. The demographic trends strongly suggest that the numbers of these children in our cities, and therefore in urban classrooms, will continue to increase, both in absolute numbers and as percentages of the total student population.

The concentration of the State's minority student population in urban settings has created an environment of highly segregated schools. Table 3.7 provides a breakdown of the racial composition of State public schools and the enrollment levels for Black and

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[2]The Other Big 5 districts include Buffalo, Rochester, Syracuse and Yonkers.

[3]On tables displaying data by community type, the Other Big 5 districts of Buffalo, Rochester, Syracuse and Yonkers are listed as "Large-size Cities."

Hispanic students at these schools. The table clearly demonstrates that since 1975 approximately 60 percent of all the State's Black and Hispanic students have attended schools with extremely high concentrations of students with these racial/ethnic backgrounds (80 to 100 percent). Moreover, even as the total number of school buildings statewide has declined since 1975, the number of buildings with 80 to 100 percent minority enrollment has continuously increased from 13.4 percent in 1975 to 16.4 percent in 1988.

Table 3.8 provides detailed information about the racial/ethnic composition of the State's public schools for the 1988-89 academic year.[4] More than half (54.1 percent) of the State's minority students attended schools which were at least 90 percent minority. Most of these students attended public schools in New York City, since this district's schools accounted for 91 percent of all schools in the State with enrollments of 90 percent or more minority students. In contrast, only 13 public schools in the Other Big 5 districts had a similar minority composition.

The statewide distribution of students with limited English proficiency is shown in Tables 3.9 and 3.10. In both public and nonpublic schools, students with limited English proficiency are primarily concentrated in the New York City area and also, for public school students, in the Other Big 5 cities. In public schools during the 1988-89 academic year, 11.4 percent of New York City students and 5.6 percent of the Other Big 5 city students were recognized as being limited English proficient. Almost all limited English proficient students attending nonpublic schools were located in New York City. Within just the last three years, the percent of students with limited English proficiency has increased in all categories of public and nonpublic schools.

The rates of limited English proficient students may, in fact, be higher than those shown in the tables. The 1980 census indicated that 17 percent of the State's school-age population did not speak English at home. In 1985, 43 percent of all those entering kindergarten in New York City public schools were identified as language minority students.[5]

Schools with high percentages of minorities are more likely than other schools to have large percentages of students from families receiving public assistance. Public schools were divided into five categories according to minority composition: 0 to 20 percent, 21 to 40 percent, 41 to 60 percent, 61 to 80 percent, and 81 to 100 percent. Schools within each minority composition category were then subdivided according to their poverty status,

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[4]For 1988-89 the term "minority enrollment" was defined as including American Indian, Alaskan Native, Asian and Pacific Islander students in addition to Black and Hispanic pupils.

[5]Task Force of the New York State Dropout Problem, Dropping Out of School in New York State: The Invisible People of Color, (Albany: African American Institute of SUNY, 1987), p.7.

that is, the estimated percentage of students from families receiving public assistance: none, 1 to 20 percent, 21 to 40 percent, 41 to 60 percent, 61 to 80 percent, and 81 to 100 percent. Figure 3.1 illustrates the relationship between minority composition category and poverty status. While 25 percent of schools in the highest minority composition category had at least 61 percent of their students receiving public assistance, less than 1 percent of schools in the lowest minority composition category had this many students on public assistance. Examination of the other end of the poverty spectrum showed that 82 percent of schools in the lowest minority composition category were also in one of the two lowest poverty status categories. In contrast, only 16 percent of schools in the highest minority composition category were in these low poverty status categories.

Poverty among children is also concentrated in the large cities as shown in Tables 3.11 and 3.12. During 1988-89, 40 percent of New York City public school students attended schools where children from low-income families accounted for 40 percent or more of the enrollment. Nearly 60 percent of children in the Other Big 5 cities and over a quarter (26 percent) of students in "Medium-size Cities" attended such schools. Only 10 percent of nonpublic school students statewide, and 13 percent in New York City, attended schools with such a high concentration of children from low-income families.

One indicator of student-poverty status and its relative concentration in the State's urban areas is the number of applications for the free and reduced price lunch program. Table 3.13 shows that over 1.15 million students applied statewide for free or reduced price lunches. Over 650,000 (59.6 percent) of these applications came from the Big 5 cities. The New York City public schools submitted 53.3 percent of all applications statewide. Nearly 70 percent of public school students in Buffalo applied for the free and reduced price lunch program in January 1989. Applications were received for 55.0 percent of the students in the nonpublic schools participating in the program. However, the number of applications may not reflect total statewide need for free or reduced price lunches. Some school districts do not apply for program benefits; in others, not all students eligible to receive free or reduced price lunches have applied for benefits.[6]

This chapter has explained how the demographic characteristics of the State's population described in Chapter 2 are affecting trends in school enrollments. Most notable among these trends are the increasing minority composition of the State's public school population (especially in the Big 5 city districts) and the concentration of limited English Proficient students and students from families receiving public assistance in the Big 5 cities.

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[6]In 1988-89, 53 public school districts did not participate in the free/reduced price lunch program.

TABLE 3.1

ELEMENTARY AND SECONDARY PUBLIC AND NONPUBLIC SCHOOL ENROLLMENT

NEW YORK STATE

1970-71 TO 1995-96

Year	Public			Nonpublic			Public/Nonpublic Combined			Nonpublic as a Percent of Total
	K-6	7-12	Total	K-6	7-12	Total	K-6	7-12	Total	
Actual										
1970-71	1,939,976	1,549,269	3,489,245	462,882	324,971	787,853	2,402,858	1,874,240	4,277,098	18.4%
1980-81	1,384,286	1,454,107	2,838,393	332,031	247,833	579,864	1,716,317	1,701,940	3,418,257	17.0
1985-86	1,311,762	1,272,508	2,584,270	309,064	223,060	532,124	1,620,826	1,495,568	3,116,394	17.1
1986-87	1,330,432	1,236,860	2,567,292	302,399	214,639	517,038	1,632,831	1,451,499	3,084,330	16.8
1987-88	1,350,577	1,200,032	2,550,609	297,578	206,099	503,677	1,648,155	1,406,131	3,054,286	16.5
1988-89	1,369,526	1,156,750	2,526,276	292,942	198,435	491,377	1,662,468	1,355,185	3,017,653	16.3
Projected										
1989-90	1,385,659	1,133,682	2,519,341	287,294	192,739	480,033	1,672,953	1,326,421	2,999,374	16.0%
1990-91	1,405,579	1,127,229	2,532,808	282,551	188,119	470,670	1,688,130	1,315,348	3,003,478	15.7
1991-92	1,427,560	1,133,747	2,561,307	278,502	184,224	462,726	1,706,062	1,317,971	3,024,033	15.3
1992-93	1,452,605	1,147,585	2,600,190	275,002	180,577	455,579	1,727,607	1,328,162	3,055,769	14.9
1993-94	1,484,939	1,163,045	2,647,984	271,793	177,839	449,632	1,756,732	1,340,884	3,097,616	14.5
1994-95	1,516,806	1,181,564	2,698,370	267,662	175,173	442,835	1,784,468	1,356,737	3,141,205	14.1
1995-96	1,547,813	1,198,020	2,745,833	263,294	172,150	435,444	1,811,107	1,370,170	3,181,277	13.7

TABLE 3.2
ENROLLMENT TRENDS IN PUBLIC AND NONPUBLIC SCHOOLS
NEW YORK STATE
FALL 1970 TO FALL 1988

Sector/Location	Fall 1970	Fall 1980	Fall 1985	Fall 1988
Public				
New York City	1,135,298	941,159	931,246	925,246
Other "Big 5" Cities*	174,611	124,736	116,216	113,899
Rest of State	2,179,336	1,772,498	1,536,808	1,487,131
Total State	3,489,245	2,838,393	2,584,270	2,526,276
Nonpublic				
New York City	411,219	312,913	289,845	274,462
Other "Big 5" Cities*	68,737	36,951	30,688	25,925
Rest of State	307,897	230,000	211,591	190,990
Total State	787,853	579,864	532,124	491,377
Public and Nonpublic				
New York City	1,546,517	1,254,072	1,221,091	1,199,708
Other "Big 5" Cities*	243,348	161,687	146,904	139,824
Rest of State	2,487,233	2,002,498	1,748,399	1,678,121
Total State	4,277,098	3,418,257	3,116,394	3,017,653

*Buffalo, Rochester, Syracuse and Yonkers.

TABLE 3.3
ENROLLMENT TRENDS BY RACIAL/ETHNIC GROUP
NEW YORK STATE
FALL 1970 TO FALL 1988

Sector/Location	Fall 1970				Fall 1980				Fall 1985				Fall 1988			
	Black	Hispanic	Other Minority*	White	Black	Hispanic	Other Minority*	White	Black	Hispanic	Other Minority*	White	Black	Hispanic	Other Minority*	White
Public																
New York City	34.5%	25.7%	1.5%	38.3%	38.6%	30.4%	4.1%	26.9%	38.1%	33.6%	6.2%	22.0%	38.4%	34.3%	7.4%	19.8%
Other "Big 5" Cities**	30.5	2.9	0.6	66.2	40.6	7.3	2.1	50.0	42.9	9.7	2.3	45.1	44.8	11.5	2.3	41.4
Rest of State	4.4	0.9	0.4	94.3	5.9	2.0	1.1	91.0	6.3	2.5	1.7	89.5	6.5	3.0	2.2	88.3
Total State	15.5	9.1	0.8	74.6	18.2	11.6	2.1	68.1	19.4	14.0	3.3	63.3	19.8	14.7	4.1	61.4
Nonpublic																
New York City	7.9%	11.4%	0.7%	80.0%	15.9%	16.0%	3.0%	65.2%	18.5%	16.7%	4.3%	60.5%	18.9%	18.1%	4.3%	58.6%
Other "Big 5" Cities**	7.7	2.0	0.3	90.0	15.5	3.5	1.4	79.6	16.8	5.0	2.4	75.9	16.0	5.1	3.1	75.8
Rest of State	1.8	1.3	0.6	96.3	5.0	1.7	1.6	91.7	6.2	3.0	1.9	88.9	7.1	3.5	2.1	87.3
Total State	5.5	6.7	0.6	87.2	11.6	9.5	2.3	76.6	13.5	10.9	3.1	72.5	14.2	11.8	3.4	70.6
Public and Nonpublic																
New York City	27.4%	21.9%	1.4%	49.3%	32.9%	26.8%	3.9%	36.4%	33.3%	29.4%	5.7%	31.6%	34.0%	30.6%	6.7%	28.7%
Other "Big 5" Cities**	23.9	2.6	0.6	72.9	34.9	6.4	2.0	56.8	37.2	8.6	2.3	51.8	39.5	10.3	2.5	47.8
Rest of State	4.1	0.9	0.4	94.5	5.8	2.0	1.2	91.1	6.3	2.6	1.7	89.4	6.6	3.0	2.2	88.2
Total State	13.7	8.6	0.7	77.0	17.0	11.2	2.2	69.6	18.4	13.5	3.3	64.8	18.9	14.3	4.0	62.9

*Other minority includes American Indian, Alaskan Native, Asian and Pacific Islander.

**Buffalo, Rochester, Syracuse and Yonkers.

TABLE 3.4

PUBLIC AND NONPUBLIC SCHOOL ENROLLMENT BY LEVEL AND RACIAL/ETHNIC GROUP

NEW YORK STATE

FALL 1986 TO FALL 1988

Year and Racial/Ethnic Group	Public			Nonpublic			Public/Nonpublic Combined		
	K-6	7-12	Total	K-6	7-12	Total	K-6	7-12	Total
FALL 1986									
Black	260,232	240,390	500,622	45,738	25,969	71,707	305,970	266,359	572,329
Hispanic	208,877	158,246	367,123	35,501	22,410	57,911	244,378	180,656	425,034
Other Minority*	48,294	46,696	94,990	10,415	6,463	16,878	58,709	53,159	111,868
White	813,029	791,528	1,604,557	210,745	159,797	370,542	1,023,774	951,325	1,975,099
Total	1,330,432	1,236,860	2,567,292	302,399	214,639	517,038	1,632,831	1,451,499	3,084,330
FALL 1987									
Black	267,126	239,008	506,134	45,149	25,290	70,439	312,275	264,298	576,573
Hispanic	212,408	158,822	371,230	35,348	22,364	57,712	247,756	181,186	428,942
Other Minority*	50,915	47,351	98,266	10,610	6,829	17,439	61,525	54,180	115,705
White	820,128	754,851	1,574,979	206,471	151,616	358,087	1,026,599	906,467	1,933,066
Total	1,350,577	1,200,032	2,550,609	297,578	206,099	503,677	1,648,155	1,406,131	3,054,286
FALL 1988									
Black	269,188	233,467	502,655	44,910	24,858	69,768	314,098	258,325	572,423
Hispanic	215,259	159,592	374,851	34,900	22,823	57,723	250,159	182,415	432,574
Other Minority*	54,207	49,920	104,127	10,105	6,670	16,775	64,312	56,590	120,902
White	830,872	713,771	1,544,643	203,027	144,084	347,111	1,033,899	857,855	1,891,754
Total	1,369,526	1,156,750	2,526,276	292,942	198,435	419,377	1,662,468	1,355,185	3,017,653

*Includes American Indian, Alaskan Native, Asian and Pacific Islander.

TABLE 3.5

NUMBER AND PERCENT OF PUBLIC SCHOOL ENROLLMENT BY COMMUNITY TYPE NEW YORK STATE FALL 1988

Community Type*	Enrollment	
	Number	Percent
New York City	925,246	36.6%
Large-Size Cities	113,899	4.5
Medium-Size Cities	60,331	2.4
Small-Size Cities	178,837	7.1
Large-Size Central Districts and Village Districts	951,005	37.6
Medium-Size Central Districts	154,077	6.1
Small-Size Central Districts	142,881	5.7
Total State	2,526,276	100.0%

*See page vii for a description of "Community Type".

TABLE 3.6

PUBLIC SCHOOL ENROLLMENT PERCENTAGES BY RACIAL/ETHNIC GROUP AND COMMUNITY TYPE

NEW YORK STATE

FALL 1988

Community Type	Black	Hispanic	Other Minority*	White
New York City	38.4%	34.3%	7.4%	19.8%
Large-Size Cities	44.8	11.5	2.3	41.4
Medium-Size Cities	31.8	4.6	2.2	61.4
Small-Size Cities	8.7	4.3	1.8	85.1
Large-Size Central Districts and Village Districts	5.7	3.2	2.5	88.6
Medium-Size Central Districts	2.6	0.8	1.5	95.0
Small-Size Central Districts	2.1	1.2	1.1	95.7
Total State	19.8%	14.7%	4.1%	61.4%

*Includes American Indian, Alaskan Native, Asian and Pacific Islander.

TABLE 3.7

NUMBER OF SCHOOLS AND NUMBER AND PERCENT OF BLACK AND HISPANIC STUDENTS IN PUBLIC SCHOOLS OF DIFFERING RACIAL COMPOSITION

NEW YORK STATE
FALL 1975 TO FALL 1988

Year/Percent of Black and Hispanic Students*	Number of Schools	Number of Black and Hispanic Students	Percent of Black and Hispanic Students
Fall 1975			
0 - 19 percent	3,110	75,743	8.2%
20 - 39 percent	384	102,889	11.1
40 - 59 percent	189	88,960	9.6
60 - 79 percent	150	89,893	9.7
80 -100 percent	595	565,550	61.4
Total	4,428	923,035	100.0%
Fall 1980			
0 - 19 percent	2,752	61,409	7.3%
20 - 39 percent	365	83,998	9.9
40 - 59 percent	252	109,018	12.9
60 - 79 percent	156	91,573	10.8
80 -100 percent	618	500,973	59.1
Total	4,143	846,971	100.0%
Fall 1988			
0 - 19 percent	2,473	53,547	6.1%
20 - 39 percent	338	69,525	7.9
40 - 59 percent	287	115,502	13.2
60 - 79 percent	196	113,289	12.9
80 -100 percent	648	525,643	59.9
Total	3,942	877,506	100.0%

*Enrollment of Black and Hispanic Students = Number of Black and Hispanic Students divided by total enrollment of schools.

TABLE 3.8

NUMBER OF SCHOOLS AND NUMBER AND PERCENT OF MINORITY STUDENTS IN PUBLIC SCHOOLS OF DIFFERING RACIAL/ETHNIC COMPOSITION BY COMMUNITY TYPE AND RACIAL/ETHNIC COMPOSITION OF SCHOOL

NEW YORK STATE
1988-89

Community Type/ Racial/Ethnic Composition of Schools (Percent Minority)	Number of Schools	Number of Minority Students	Percent of Minority Students in Community Type
New York City			
0 - 9 percent	17	749	0.1%
10 - 19 percent	18	2,151	0.3
20 - 29 percent	38	7,258	1.0
30 - 39 percent	52	12,658	1.7
40 - 49 percent	68	26,008	3.5
50 - 59 percent	53	35,373	4.8
60 - 69 percent	53	37,779	5.1
70 - 79 percent	61	44,160	6.0
80 - 89 percent	83	68,064	9.2
90 -100 percent	556	507,708	68.4
Large-Size Cities			
0 - 9 percent	2	0	--
10 - 19 percent	0	0	--
20 - 29 percent	10	1,679	2.5%
30 - 39 percent	13	3,131	4.7
40 - 49 percent	26	7,927	11.9
50 - 59 percent	55	17,375	26.1
60 - 69 percent	42	16,808	25.2
70 - 79 percent	18	8,063	12.1
80 - 89 percent	13	6,053	9.1
90 -100 percent	13	5,648	8.5
Medium-Size Cities			
0 - 9 percent	11	406	1.7%
10 - 19 percent	23	1,747	7.5
20 - 29 percent	21	2,633	11.3
30 - 39 percent	14	2,667	11.4
40 - 49 percent	15	5,263	22.6
50 - 59 percent	4	834	3.6
60 - 69 percent	4	1,404	6.0
70 - 79 percent	7	1,916	8.2
80 - 89 percent	3	2,792	12.0
90 -100 percent	8	3,663	15.7
Small-Size Cities			
0 - 9 percent	202	4,205	15.8%
10 - 19 percent	50	4,080	15.3
20 - 29 percent	25	3,293	12.4
30 - 39 percent	26	5,024	18.9
40 - 49 percent	19	4,228	15.9
50 - 59 percent	7	2,322	8.7
60 - 69 percent	8	2,409	9.1
70 - 79 percent	1	61	0.2
80 - 89 percent	2	531	2.0
90 -100 percent	1	447	1.7
Large-Size Central Districts and Village Districts			
0 - 9 percent	1,111	27,535	25.3%
10 - 19 percent	233	19,521	17.9
20 - 29 percent	66	8,678	8.0
30 - 39 percent	45	9,540	8.8
40 - 49 percent	24	6,438	5.9
50 - 59 percent	34	10,698	9.8
60 - 69 percent	19	9,133	8.4
70 - 79 percent	7	3,160	2.9
80 - 89 percent	8	3,570	3.3
90 -100 percent	22	10,567	9.7
Medium-Size Central Districts			
0 - 9 percent	289	3,218	42.1%
10 - 19 percent	23	1,487	19.4
20 - 29 percent	5	399	5.2
30 - 39 percent	1	161	2.1
40 - 49 percent	1	146	1.9
50 - 59 percent	0	0	--
60 - 69 percent	0	0	--
70 - 79 percent	0	0	--
80 - 89 percent	0	0	--
90 -100 percent	4	2,239	29.3
Small Size Central Districts			
0 - 9 percent	349	2,481	40.0%
10 - 19 percent	31	1,288	20.8
20 - 29 percent	4	194	3.1
30 - 39 percent	4	169	2.7
40 - 49 percent	2	64	1.0
50 - 59 percent	2	138	2.2
60 - 69 percent	6	657	10.6
70 - 79 percent	2	182	2.9
80 - 89 percent	2	360	5.8
90 -100 percent	6	667	10.8
Total State			
0 - 9 percent	1,981	38,594	3.9%
10 - 19 percent	378	30,274	3.0
20 - 29 percent	169	24,134	2.5
30 - 39 percent	155	33,350	3.4
40 - 49 percent	155	50,074	5.1
50 - 59 percent	155	66,740	6.8
60 - 69 percent	132	68,190	7.0
70 - 79 percent	96	57,542	5.9
80 - 89 percent	111	81,370	8.3
90 -100 percent	610	530,939	54.1

TABLE 3.9

PERCENT OF PUBLIC SCHOOL STUDENTS WITH LIMITED ENGLISH PROFICIENCY* BY COMMUNITY TYPE

NEW YORK STATE
1986-87 - 1988-89

Community Type	Percent with Limited English Proficiency		
	1986-87	1987-88	1988-89
New York City	10.7%	11.0%	11.4%
Large-Size Cities	5.3	5.5	5.6
Medium-Size Cities	1.9	2.0	2.2
Small-Size Cities	1.2	1.1	1.4
Large-Size Central Districts and Village Districts	1.2	1.2	1.3
Medium-Size Central Districts	0.3	0.4	0.4
Small-Size Central Districts	0.2	0.3	0.4
Total State	4.8%	4.9%	5.1%

***Limited English Proficient** students are pupils who, by reason of foreign birth or ancestry, speak a language other than English and either: (1) understand and speak little or no English; or (2) score below the statewide reference point or the 23rd percentile on an English language assessment instrument approved by the Commissioner [154.2(a) of the Commissioner's Regulations].

TABLE 3.10

PERCENT OF NONPUBLIC SCHOOL STUDENTS WITH LIMITED ENGLISH PROFICIENCY*

NEW YORK STATE
1987-88 AND 1988-89

Location	Percent with Limited English Proficiency	
	1987-88	1988-89
New York City	3.2 %	4.3 %
Rest of State	0.9	1.1
Total State	2.2 %	2.9 %

***Limited English Proficient** students are pupils who, by reason of foreign birth or ancestry, speak a language other than English and either: (1) understand and speak little or no English; or (2) score below the statewide reference point or the 23rd percentile on an English language assessment instrument approved by the Commissioner [154.2(a) of the Commissioner's Regulations].

FIGURE 3.1. NUMBER OF PUBLIC SCHOOLS IN EACH POVERTY STATUS CATEGORY ACCORDING TO MINORITY COMPOSITION 1987–88

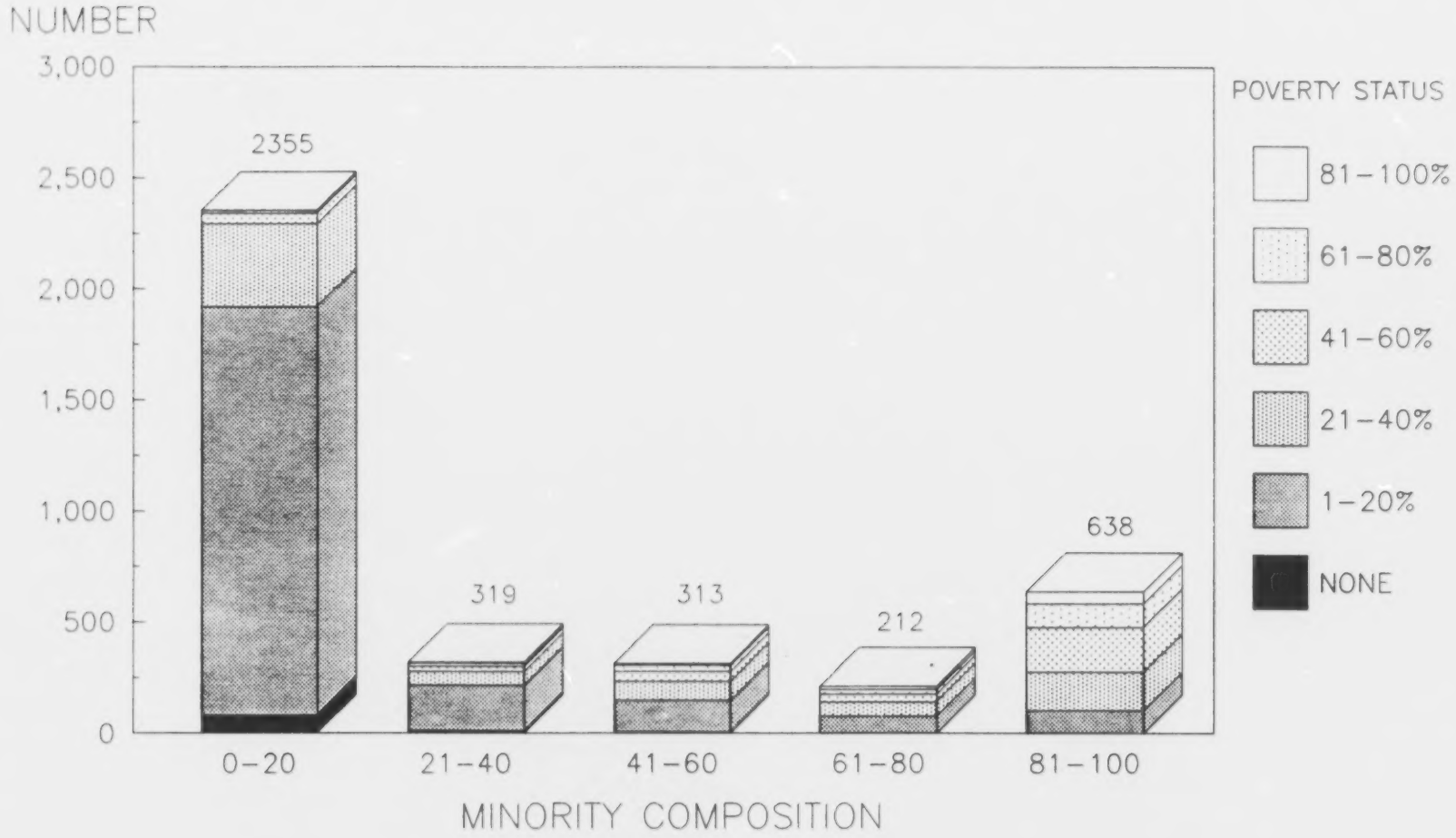

TABLE 3.11

DISTRIBUTION OF PUBLIC SCHOOL STUDENTS BY POVERTY STATUS* OF SCHOOL AND COMMUNITY TYPE

NEW YORK STATE
1988-89

Community Type	Poverty Status of School (Percent)				
	0-20	21-40	41-60	61-80	81-100
New York City	35%	25%	23%	11%	6%
Large-Size Cities	5	37	28	23	7
Medium-Size Cities	44	30	12	8	6
Small-Size Cities	59	31	6	3	1
Large-Size Central Districts and Village Districts	90	8	2	**	**
Medium-Size Central Districts	75	22	2	1	0
Small-Size Central Districts	66	29	4	**	1
Total State	61%	20%	11%	5%	3%

*Poverty status = Percent of students who are members of families whose primary means of support is a public welfare program.

**Less than 0.5%.

TABLE 3.12

DISTRIBUTION OF NONPUBLIC SCHOOL STUDENTS BY POVERTY STATUS* OF SCHOOL

NEW YORK STATE
1988-89

Location/Poverty Status of School	Percent of Students
New York City	
0 - 20 Percent	79%
21 - 40 Percent	8
41 - 60 Percent	5
61 - 80 Percent	5
81 -100 Percent	3
Total	100%
Rest of State	
0 - 20 Percent	91%
21 - 40 Percent	5
41 - 60 Percent	2
61 - 80 Percent	1
81 -100 Percent	1
Total	100%
Total State	
0 - 20 Percent	84%
21 - 40 Percent	6
41 - 60 Percent	4
61 - 80 Percent	4
81 -100 Percent	2
Total	100%

***Poverty Status** = Percent of students who are members of families whose primary means of support is a public welfare program.

TABLE 3.13

COMPARISON OF FREE AND REDUCED PRICE LUNCH APPLICATIONS TO ENROLLMENT FOR PUBLIC AND NONPUBLIC SCHOOLS

NEW YORK STATE
JANUARY 1989

District Location	*District Enrollment	Total Number Free/Reduced Price Applications	Applications as Percent of Enrollment	Percent of Applications Statewide
New York City	955,836	590,055	61.7%	53.3%
Buffalo	45,942	31,823	69.3	2.9
Rochester	33,231	17,831	53.7	1.6
Syracuse	21,187	12,082	57.0	1.1
Yonkers	17,555	8,040	45.8	0.7
Total Big 5 Cities	1,073,751	659,831	61.5	59.6
Rest of State	1,407,648	447,920	31.8	40.4
Total Public	2,481,399	1,107,751	44.6%	100.0%
Total Nonpublic	84,966	46,765	55.0%	100.0%
Total State	2,566,395	1,154,516	45.0%	100.0%

* Includes only participating public school districts and nonpublic schools.

Source: NYSED, Child Nutrition Reimbursement Unit.

CHAPTER 4: PARTICIPATION RATES

The changing composition of the State's school system brings into sharp focus issues of educational equity. It is essential for any school improvement effort to examine the effectiveness of schools in providing all students – regardless of race, ethnicity, gender or handicapping condition – not only the opportunity to participate in the widest range of high quality educational programs, but also the support and resources needed to participate successfully in these programs. This chapter will discuss equity in student participation rates by comparing student subpopulations participating in various programs to their share of the overall student enrollments.

Participation in Regents Mathematics and Science

Because passing Regents examinations is an indicator that the successful test taker has completed a rigorous of study, the degree to which all secondary students have access to, and participate in, Regents examinations is an important issue of educational equity. Chapter 5, "Student Performance," provides detailed information about participation in, as well as performance on, a range of Regents examinations. The two topics – participation and performance – are discussed jointly, since the rate of participation is an important factor for establishing the context within which to assess performance. This section discusses briefly the participation of students in Regents mathematics and science examinations because of public concern about the adequacy of student preparation in these subjects. Participation is an important factor in discussing preparation, since students must enroll and complete high quality classroom experiences in order to acquire essential knowledge and skills.

Data on participation rates in the examinations for Regents sequential mathematics I, II, and III during the two most recent school years are presented on Tables 5.10A-D. Several trends can be discerned among the three examinations. First, the participation rates (defined as a percent of average grade enrollment) were stable between 1978-88 and 1988-89. As expected, the I examination had the highest participation rate (61.6 percent of public and nonpublic school students in the average grade), with fewer students participating in the II examination (47.8 percent), and the least percentage of students participating in examination for the most advanced (37.3 percent).

There were different participation rates in Regents mathematics examinations among community types and between public and nonpublic school students. For all three examinations, New York City school students have the lowest participation rates among the seven community types for public schools; the discrepancy in the New York City public school and the total statewide public school participation rates ranged from approximately 15 to 18 percentage points. Nonpublic school students participated in Regents

mathematics examinations at rates consistently higher than public schools; although the differences in participation rates diminished as the level of the s advanced. Among nonpublic schools, New York City students participated at rates lower than students attending nonpublic schools in the rest of the State.

Data on participation rates in Regents biology, chemistry,[1] earth science, and physics examinations for the two most recent schools years are presented on Tables 5.10G-J. Most of the trends describing participation in Regents mathematics examinations are also accurate for participation in Regents science examinations. Overall participation rates for the individual examinations were consistent between the two school years. For the three science examinations for which 1988-89 data are available, New York City students again had the lowest participation rates among all types of public schools. The differences between participation rates for New York City public schools and the participation rates for all public schools were: 27.8 percentage points for earth science, 15.1 points for biology, and 6.2 points for physics. Nonpublic school students, as a group, had higher participation rates in Regents examinations in biology and physics compared to public school students. However, a smaller percentage of nonpublic students participated in the Regents earth science examination. Among nonpublic schools, New York City students participated at lower rates in the Regents science examinations compared to students in all other nonpublic schools.

While a discussion of overall participation rates in Regents mathematics and science examinations is informative, it is also important to analyze participation data by minority composition of public schools and by gender of students. Tables in Chapter 5 provide these data.

Tables 5.20A and 5.20B show the participation rates for public and nonpublic school students in Regents science and mathematics examinations according to the minority enrollments of the schools they attend.[2] The overall trend is that, as the minority composition of the schools increase, participation in both the Regents science and mathematics examinations decreases. For example, all public schools with no more than 20 percent minority enrollments had a 42.1 percent participation rate for Regents mathematics examinations compared to a 17.0 percent participation rate for students attending schools with minority enrollments greater than 80 percent. The trend for the Regents science examinations is similar: a 34.9 percent participation rate among public schools with no more than 20 percent enrollments compared to 9.1 percent for public

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[1]Data for the Regents examination in chemistry for 1989 are not included, since that examination was cancelled.

[2]In this context, "participation rate" is calculated as the total number of pupils taking all Regents science or mathematics examinations divided by the total grade 9-12 enrollment (rather than the average grade enrollment which was used for calculating participation rates for individual Regents examinations).

schools with greater than 80 percent enrollments. The trends concerning participation and minority composition of schools seen in the data for public schools also hold for nonpublic schools; although the differences between schools with the lowest percentages of minority enrollments and schools with the highest percentages of minorities were not as great for nonpublic schools as they were for public schools during 1988-89.

Tables 5.26C and 5.26D show the participation rates for public and nonpublic school students in Regents science and mathematics examinations displayed by gender. In public schools, males and females participate in Regents mathematics examinations in essentially equal percentages. Females show slightly higher participation rates in I and II examinations (6 and 2 percentage points higher, respectively) and a slightly lower rate in the III examination (4 percentage points). In nonpublic schools, females participate in the I and II examinations at much higher rates than males (44 and 40 percentage points higher, respectively). Much of this gender difference diminishes for the examination in III, where females participate at a rate which is 18 percentage points higher than males.

In public schools, the gender participation rates in Regents biology and earth science examinations are roughly equal, although females participate at slightly higher rates (6 and 4 percentage points, respectively). In physics, males had a somewhat higher participation rate (14 percentage points). Among nonpublic schools students, the differences in participation broken out by gender is greater than for public schools. Females participated at higher rates than males in the earth science (44 points) and physics (8 points) examinations, but they participated in the Regents biology examination at a lower rate than males (18 percentage points).

The data on gender differences in the participation rates for Regents mathematics and science examinations for nonpublic schools cannot be interpreted simply as a serious overrepresentation of female students among test takers. A major factor influencing these statistics is that a significant majority of nonpublic high schools, especially those located in the Big 5 cities, are female, single-sex schools.

Special Education[3]

Children with handicapping conditions in New York State receive educational services through programs intended to meet their unique needs. The majority of these children are educated by the school districts in which they reside. However, in some cases, school districts contract with neighboring districts, BOCES or private agencies to

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[3]A major source for this discussion is State of the Child in New York State, (Chapter 6: Children in School) published by the New York State Council on Children and Families in January 1988.

provide the special services some children with handicapping conditions require. Of the children aged 3 to 21 years old with handicapping conditions, approximately 96 percent receive services through programs operated by public agencies including local school districts, BOCES and State agencies such as the Office of Mental Retardation and Developmental Disabilities (OMRDD), Office of Mental Health (OMH), Division for Youth (DFY) and Division of Probation and Correctional Alternatives (DPCA). The remaining children are placed by public agencies in private programs, where they remain the responsibility of those public agencies.

Table 4.1 shows that since the mid-1970s, there has been a 22.3 percent increase statewide in the number of students identified as having a handicapping condition – from approximately 215,000 students in 1975-76 to almost 263,000 students in 1988-89. At the same time, the State was experiencing a 25.2 percent decrease in total student enrollment. Consequently, the share of total enrollment represented by students with handicapping conditions increased from 6.3 percent in 1975-76 to 10.3 percent in 1988-89.

Special education enrollments in New York City also increased in both absolute numbers and as a percentage of total district enrollment during the period between 1975-76 and 1985-86. In 1975-76, New York City enrolled approximately 101,000 students (or 9.2 percent of the total enrollment) in special education. Thirteen years later, the city enrolled 105,100 students (or 11.4 percent of its total enrollment) in special education programs.

Annual changes in the statistics showed more variation in New York City than comparable statistics for the State as a whole. Since 1975-76, the statewide enrollment in special education programs has increased steadily from year to year. In contrast, New York City enrollments increased between 1975-76 and 1985-86 followed by a two-year decrease through 1987-88. For the most recent year, 1988-89, there was again a slight increase.

Overall trends in special education enrollments are related to many factors including legislative initiatives, court decisions and State Education Department policy. The Education of All Handicapped Children Act (Federal Public Law 94-142) enacted in 1975 guaranteed for the first time a free and appropriate public education to all children with handicapping conditions. The law further required schools to educate children with handicapping conditions in the least restrictive environment, mandated a multidisciplinary developmental evaluation and an individualized program for each student receiving special education services. At the State level, Chapter 853 of the Laws of 1976 provided detailed requirements and procedures for the education of children with handicapping conditions.

A combination of three factors explains most of the recent shifts in the level of special education enrollments. First, in the early 1980s, New York State Law expanded the categories of handicapping conditions to include: learning disabilities, autism, multiply-

handicapping conditions, orthopedic conditions and health impairments. An increased number of children eligible to receive special education services was the result of this expanded definition of handicapping conditions. Second, the Federal court decision Jose P. vs. Ambach in 1979 resulted in all children with handicapping conditions receiving more timely evaluations and appropriate placement in programs. Third, in the early 1980s, the State altered the method to allocate State aid for educating children with handicapping conditions. Since 1980, the intensity of services provided to children as well as the number of children served have been factors in distributing aid. This resulted in a significant increase in the total State funds available for special education programs.

The mandates to provide children with handicapping conditions the program services which best meet their unique needs and to do so in the least restrictive way possible have necessitated that schools throughout New York State develop a continuum of special education programs ranging from regular classroom programs which may be supplemented with special services to placement in small, self-contained classrooms. Because of the restrictive nature of these latter programs, educators have been mindful of the number and types of students who are enrolled in them. Of particular concern is the disproportionate minority composition of students enrolled in these self-contained special education classrooms.

Special education programs operated by local public school districts during 1988-89 have showed an overrepresentation of minority students in self-contained special education classrooms.[4] Table 4.2 shows that although white students make up almost 62 percent of the statewide grade K-6 enrollment, they represent only 39 percent of the enrollments in special education ungraded classes.[5] Conversely, minority students comprise 38.5 percent of total elementary school enrollments and 60.9 percent of the enrollments in special education ungraded classes.

At the secondary level, these discrepancies are even greater. While minorities represent a smaller percentage of overall statewide enrollments in grades 7-12 (36.5 percent) than they do in elementary grades, they comprise an even greater share of the enrollments in secondary special education ungraded classes. Table 4.2 shows that 72.5 percent of participants enrolled in secondary special education ungraded classes were minority students. In comparison, overall white student enrollment in grades 7-12 is 63.6 percent statewide while white student participation in secondary special education ungraded classes is reported as only 27.5 percent.

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[4]Data used in this discussion are based on statewide aggregated statistics. It is important to examine the data at the district and school building levels to understand fully the implications of the statewide data.

[5]Totals do not add to 100.0 percent due to rounding.

An examination of special education participation rates for different minority groups indicates that overrepresentation is greatest for Black students. The percentage of Blacks in elementary special education ungraded classes is 16.6 points higher than their percentage of overall enrollment. At the secondary level, there is a difference of over 23 percentage points. For Hispanics, overrepresentation occurs by 8.3 percent at the elementary level and 15.4 percent in the secondary grades. Other minorities participate in ungraded special education classes at a rate lower than their share of the overall elementary and secondary enrollments.

The overrepresentation of minorities in ungraded special education classes is a continuing phenomenon for the State's schools. Data from 1975-76 demonstrate that Black students were overrepresented in ungraded elementary special education classes by 17.8 percentage points and in ungraded secondary special education classes by 24.2 percentage points. Hispanics were also overrepresented in ungraded special education classes by 7.8 percentage points in the elementary grades and 10.4 percentage points in the secondary grades. Comparing the 1975-76 and the 1988-89 data, it appears that there has been a slight decrease in the overrepresentation of Blacks and an increase in the overrepresentation of Hispanics. (Table 4.2)

Table 4.3 shows the distribution of enrollment in ungraded handicapped classes by racial/ethnic groups and community type. The table demonstrates that in New York City, Other Big 5 cities and "Medium-size Cities," the distribution of minority students into ungraded special education classes is only somewhat higher than their total enrollments in grades K-6 and grades 7-12. However, for all other community types considered, the percentage of minority representation in all levels of special education ungraded classes was over twice the total minority represented enrollment – and even higher in some communities. For example, in "Large-size Central Districts and Village Districts," minority student enrollment in grades K-6 was 11.5 percent while minority enrollment in elementary special education ungraded classes was 22.5 percent. This disparity is even greater for grades 7-12 where minority students comprise slightly under 11 percent of total enrollments but represent 25.0 percent of the ungraded special education classes.

The statistics clearly demonstrate the overrepresentation of Blacks and Hispanics in ungraded self-contained special education classrooms. It is unclear to what degree discriminatory assessment and referral policies, practices and instruments contribute to the situation. It is also unknown to what extent teachers and administrators assign students to ungraded special education classes in order to ensure that the students receive needed small group or individualized instruction, academic remediation and support services which would not otherwise be available for the students. In addition, it is unknown to what extent the increased prevalence of disabilities known to occur from certain socioeconomic conditions and environmental factors contributes to a higher incidence of minority placements in special education. For example, inadequate prenatal care results in a higher incidence of birth defects and other disabilities.

Occupational Education

Almost 271,000 students participated in occupational education programs operated by both public school districts and BOCES during the 1988-89 school year. Of these students, half (49.5 percent or 133,945 students) attended schools in New York City and 7.1 percent were students in the Other Big 5 districts. The remaining 43.3 percent of the occupational education enrollments (117,667 students) attended schools outside the Big 5 districts.

Over the last five years, these statewide enrollments in occupational education programs have decreased by one-fifth. Enrollments have declined from 339,768 students in 1984-85 to 270,818 students in 1988-89. Almost all of the statewide decrease was accounted for by fewer students enrolled in programs outside the Big 5 districts. In fact, while there was a decline in the number of students participating in occupational education programs statewide, there was a small increase (7.9 percent) in the number of New York City students taking occupational education s. (Table 4.4)

Since 1981, the statewide enrollment in BOCES secondary occupational education programs has shown similar steady decline as shown in Table 4.5. In 1981, approximately 56,000 secondary students participated in the BOCES programs. In the 1988-89 school year, this number had decreased to approximately 38,100, representing a 31.9 percent decrease in the overall enrollments.

Undoubtedly, a major factor in the the lower number of students participating in occupational education has been the trend of declining overall student enrollments discussed in chapter 3. It is uncertain to what degree other factors such as changes in the Commissioner's Regulations affecting high school graduation, changing student career interests, and opinions about program quality, have affected the trend of declining statewide enrollment in occupational education programs.

Despite an overall decline in the enrollment of students in occupational education programs since 1984-85, there has been a steady increase in the percent of minority students enrolled in these classes. Table 4.4 shows that in 1988-89, 49.0 percent of enrollments in occupational education classes were minority while the total statewide minority enrollment was 36.5 percent. In contrast, white students are underrepresented in occupational education classes by almost 13.0 percentage points as their total statewide grade 7-12 enrollment is 63.6 percent while the white enrollment in occupational education classes is 51.0 percent.

Table 4.6 shows the occupational education enrollment rates for special education students from 1984-85 through 1988-89. Within the context of declining occupational education enrollments overall, the enrollment rate for special education students in occupational education programs statewide increased significantly in the year between 1985-86 and 1986-87 (35.3 percent) and has remained relatively stable since that time.

Data displayed in Table 4.7 reveal that many occupational education programs still continue to be defined as traditionally male or female fields. If a field is defined as traditionally male or female because it has a single-sex enrollment level which is greater than 70.0 percent, it is clear that male students dominate programs in the trades, technical fields and agriculture while females are concentrated in business, health and home economics programs.

Prekindergarten Programs

During the period between 1975-76 and 1988-89, enrollment in prekindergarten programs operated by public and nonpublic schools[6] experienced significant expansion (Table 4.8). In 1975-76, approximately 24,200 children, or 9.0 percent of the State's four-year-old population, were enrolled in these programs. Thirteen years later, the number enrolled increased to over 67,200 children, more than a quarter (27.5 percent) of the State's four-year-old population. The enrollment more than tripled for New York City programs (from 8,600 to 32,000) and more than doubled for the remaining programs (from 15,600 to 36,900) during this period.

Trends in the racial/ethnic composition of prekindergarten children are also shown in Table 4.8. The table demonstrates that in 1988-89, nearly 50 percent of the children enrolled in prekindergarten programs in New York City were from minority backgrounds. This is an increase of almost 13 percentage points from 1975-76. However, this trend is reversed for programs in the remaining areas of the State. In 1975-76, over 26 percent of the total enrollment in prekindergarten programs operating outside New York City were minority children. In 1988-89, minority children represented only 19.6 percent of enrollments in these programs. This decline in minority student enrollments is due, at least in part, to changes in the participation rates of Black four-year-old children. Table 4.9 shows that in 1988, over 33.0 percent of statewide enrollments in prekindergarten programs were minority children. New York City and the Other Big 5 cities had the highest proportion of minority enrollments for the State.

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[6]Includes only those prekindergarten programs in public and nonpublic schools which also have at least a kindergarten program. Nursery school classes are not included in these prekindergarten statistics.

Students with Limited English Proficiency[7]

Language minority students come from diverse ancestries and linguistic backgrounds. Some language minority students understand and speak little or no English while others may be English proficient. Those students who possess varying degrees of speaking, reading and writing abilities in English as well as their home language are considered to be bilingual. A language minority student who understands and speaks little or no English, or scores below the statewide reference point or 23rd percentile on a standardized test of English is classified as limited English proficient (LEP).

Using the eligibility standard of a 23rd percentile score on an English language test, school districts in New York State applying for State Limited English Proficiency Aid in 1988-89 identified approximately 129,800 limited English proficient students. Table 4.10 shows that over 105,800 of these students resided in New York City. This was almost 82.0 percent of the statewide student LEP population.

Education Department figures show an overrepresentation of LEP students in special education classes and an underrepresentation in occupational education work. The primary reason for over enrollment in special education classes by LEP students is a lack of programs within the school systems which meet their special needs. Since some needed services are available within special education, although not to an adequate level, students are referred and sometimes placed in special education classes even without the presence of handicapping conditions.

Trends within occupational education programs, on the other hand, provide a sharp contrast to this finding. In New York City, LEP students comprised only four percent of all students enrolled in occupational education programs in 1987-88. Less than one percent of all students enrolled in BOCES occupational education programs statewide were limited English proficient.

In December 1988, the Board of Regents unanimously approved a "Regents Policy Paper and Proposed Action Plan for Bilingual Education." The Policy Paper establishes New York State as a national leader in recognizing the needs of students with limited English proficiency and in recognizing that native languages other than English are a valuable resource. It provides the State with a long-range vision of bilingual proficiency, not only for native speakers of languages other than English, but for all New Yorkers.

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[7]A major source for this discussion is the "Regents Policy Paper and Proposed Action Plan for Bilingual Education" unanimously adopted by the Board of Regents at its December 1988 meeting.

The Regents have taken three actions to begin implementing the policy paper's recommendations. First, the Regents amended Part 154.2 of the Regulations of the Commissioner of Education. This allows school districts the option of expanding their programs for LEP pupils, commencing with the 1989-90 school year, to include pupils who score above the statewide reference point and at, or below, the 40th percentile on an English language assessment instrument approved by the Commissioner. Second, LEP Aid has been made categorical; districts will be held accountable for using these funds for this purpose. It is estimated that approximately 38,000 additional students will be eligible for LEP services under these revised guidelines. Finally, the Regents recently adopted an another amendment to the Regulations which require each public school district to screen for pupils who possibly are limited English proficient as a part of their diagnostic screening of new entrants and to require each district to use appropriate and unbiased English language assessment instruments in identifying students with limited English proficiency. The amendment also establishes standards to assure that limited English proficient students are provided with equal access and opportunity to participate in all school programs commensurate with their age and grade level.

TABLE 4.1

STUDENTS ENROLLED IN SPECIAL EDUCATION PROGRAMS AS PERCENT OF TOTAL ENROLLMENT

NEW YORK STATE

1975-76 TO 1988-89

Year	Total State			New York City		
	Total Enrollment*	Special Ed Enrollment	% Special Ed to Total Enrollment	Total Enrollment*	Special Ed Enrollment	% Special Ed to Total Enrollment
1975-76	3,406,015	215,052	6.3%	1,096,460	100,968	9.2%
1985-86	2,605,363	266,157	10.2	931,246	106,363	11.4
1986-87	2,588,936	260,053	10.0	932,343	104,403	11.2
1987-88	2,573,249	259,442	10.1	933,206	103,437	11.1
1988-89	2,548,710	262,944	10.3	925,246	105,099	11.4
% Change 1975-76 to 1988-89	- 25.2	+ 22.3	--	- 15.6	+ 4.1	--

*Includes students enrolled in BOCES programs.

TABLE 4.2

COMPARISON OF ENROLLMENTS IN UNGRADED HANDICAPPED CLASSES WITH ENROLLMENT IN REGULAR CLASSES BY RACIAL/ETHNIC GROUP, LOCATION AND LEVEL

NEW YORK STATE

FALL 1975 TO FALL 1988

Year and Racial/Ethnic Group	New York City				Other Large Cities*				Rest of State				Total State			
	K-6	UGE**	7-12	UGS**	K-6	UGE**	7-12	UGS**	K-6	UGE**	7-12	UGS**	K-6	UGE**	7-12	UGS**
Fall 1975																
Black	36.9%	43.2%	36.9%	47.0%	36.9%	43.4%	33.9%	55.1%	5.2%	20.0%	4.4%	19.4%	17.0%	34.8%	15.8%	40.0%
Hispanic	30.6	31.0	25.9	28.0	6.0	5.0	4.9	5.0	1.5	4.6	1.3	3.1	11.2	19.0	9.1	19.5
Other Minority***	2.3	0.7	2.3	0.5	1.8	1.4	1.0	0.7	0.8	0.4	0.5	0.5	1.3	0.7	1.1	0.5
White	30.2	25.1	34.9	24.5	55.3	50.2	60.2	39.2	92.5	75.0	93.8	77.0	70.5	45.5	74.0	40.0
Fall 1980																
Black	36.1%	44.0%	39.9%	49.6%	41.2%	46.1%	38.6%	53.9%	5.7%	18.1%	5.3%	21.6%	17.1%	36.0%	17.7%	44.0%
Hispanic	33.3	34.8	27.5	29.6	7.8	7.8	6.8	6.5	2.0	4.1	1.7	4.7	12.4	23.0	10.1	22.4
Other Minority***	4.6	1.0	4.0	0.7	2.6	1.1	1.6	0.7	1.4	0.7	0.8	0.6	2.5	0.9	1.9	0.7
White	26.0	20.2	28.6	20.1	48.4	45.0	53.0	38.9	90.9	77.1	92.2	73.1	68.0	40.1	70.3	32.9
Fall 1988																
Black	36.7%	46.5%	38.9%	47.9%	44.6%	50.6%	43.7%	52.3%	6.3%	17.6%	6.0%	21.3%	19.0%	35.6%	19.0%	42.2%
Hispanic	36.4	38.2	31.3	36.6	11.9	11.8	10.6	13.6	3.0	6.6	2.7	7.8	15.4	23.7	13.0	28.4
Other Minority***	7.2	1.9	8.8	2.0	2.4	1.0	2.5	0.8	2.3	1.1	2.1	1.4	4.1	1.6	4.5	1.9
White	19.7	13.4	21.1	13.5	41.2	36.6	43.1	33.3	88.4	74.6	89.2	69.5	61.6	39.1	63.6	27.5

* Buffalo, Rochester, Syracuse and Yonkers.

** UGE is Ungraded Elementary - Special Education; UGS is Ungraded Secondary - Special Education.

*** Includes American Indian, Alaskan Native, Asian and Pacific Islander.

TABLE 4.3

COMPARISON OF ENROLLMENT IN UNGRADED HANDICAPPED CLASSES WITH ENROLLMENT IN REGULAR CLASSES BY RACIAL/ETHNIC GROUP AND COMMUNITY TYPE AND LEVEL

NEW YORK STATE
FALL 1988

Community Type/ Racial/Ethnic Category	K-6	Elementary Ungraded	7-12	Secondary Ungraded	Community Type/ Racial/Ethnic Category	K-6	Elementary Ungraded	7-12	Secondary Ungraded
New York City					Large-Size Central Districts and Village Districts				
Black	36.7%	46.5%	38.9%	47.9%	Black	5.5%	14.1%	5.4%	15.5%
Hispanic	36.4	38.2	31.3	36.6	Hispanic	3.3	7.2	3.0	7.8
Other Minorities*	7.2	1.9	8.8	2.0	Other Minorities*	2.7	1.2	2.4	1.7
White	19.7	13.4	21.1	13.5	White	88.5	77.6	89.2	75.0
Large-Size Cities					Medium-Size Central Districts				
Black	44.6%	50.6%	43.7%	52.3%	Black	2.4%	9.1%	2.6%	20.0%
Hispanic	11.9	11.8	10.6	13.6	Hispanic	0.8	1.7	0.7	1.4
Other Minorities*	2.3	1.1	2.5	0.8	Other Minorities*	1.8	1.9	1.3	1.8
White	41.2	36.6	43.1	33.3	White	95.0	87.3	95.5	76.9
Medium-Size Cities					Small-Size Central Districts				
Black	32.3%	41.7%	30.4%	31.9%	Black	1.3%	16.6%	1.9%	33.4%
Hispanic	5.4	4.0	3.7	2.7	Hispanic	1.0	9.1	0.9	12.1
Other Minorities*	2.2	1.1	2.2	1.2	Other Minorities*	1.1	0.6	1.1	1.2
White	60.0	53.1	63.7	64.2	White	96.5	73.8	96.1	53.3
Small-Size Cities					Total State				
Black	8.9%	22.3%	7.4%	28.2%	Black	19.0%	35.6%	19.0%	42.2%
Hispanic	4.4	7.6	3.8	8.9	Hispanic	15.4	23.7	13.0	28.4
Other Minorities*	2.1	0.8	1.6	0.4	Other Minorities*	4.1	1.6	4.5	1.9
White	84.5	69.4	87.2	62.5	White	61.6	39.1	63.6	27.5

*Includes American Indian, Alaskan Native, Asian and Pacific Islander.

TABLE 4.4

NUMBER AND PERCENT OF PUBLIC SCHOOL OCCUPATIONAL EDUCATION [1] ENROLLMENT BY RACIAL/ETHNIC GROUP

NEW YORK STATE
1984-85 TO 1988-89

	New York City		Other "Big 5" Cities [2]		Rest of State		Total State	
	Number	Percent [3]	Number	Percent	Number	Percent	Number	Percent
1984-85								
Black	54,552	44%	9,301	40%	12,241	6%	76,094	22%
Hispanic	32,764	26	1,471	6	3,451	2	37,686	11
Other Minority [4]	6,647	5	438	2	1,511	1	8,596	3
White	30,125	24	12,234	52	175,033	91	217,392	64
1985-86								
Black	60,869	43%	9,442	41%	12,401	7%	82,712	25%
Hispanic	38,130	27	1,725	7	3,527	2	43,382	13
Other Minority [4]	8,947	6	480	2	3,503	2	12,930	4
White	32,844	23	11,657	50	153,783	89	198,284	59
1986-87								
Black	59,597	43%	9,357	42%	11,063	8%	80,017	27%
Hispanic	39,171	28	1,994	9	3,627	3	44,792	15
Other Minority [4]	10,604	8	478	2	2,140	2	13,222	4
White	29,617	21	10,393	47	122,328	88	162,338	54
1987-88								
Black	56,940	43%	9,329	44%	10,779	8%	77,048	27%
Hispanic	38,334	29	1,887	9	3,655	3	43,876	16
Other Minority [4]	10,275	8	514	2	1,481	1	12,270	4
White	27,992	21	9,535	45	113,520	88	151,047	53
1988-89								
Black	56,920	43%	8,630	45%	9,841	8%	75,391	28%
Hispanic	37,746	28	1,786	9	3,552	3	43,084	16
Other Minority [4]	11,323	8	439	2	1,439	1	13,201	5
White	27,956	21	8,351	43	102,835	87	139,142	51

[1] Includes programs conducted by public school districts and BOCES.

[2] Buffalo, Rochester, Syracuse and Yonkers.

[3] Percent = Number of public school students enrolled in occupational education programs divided by total grades 9-12 enrollment.

[4] Includes American Indian, Alaskan Native, Asian and Pacific Islander.

TABLE 4.5

BOCES SECONDARY OCCUPATIONAL EDUCATION ENROLLMENT AND PERCENT CHANGE FROM PREVIOUS YEAR

NEW YORK STATE
1981-82 TO 1988-89

Year	Enrollment	Percent Change From Previous Year
1981	56,025	--
1982	56,491	0.8 %
1983	54,490	-3.5
1984	50,813	-6.8
1985	46,589	-8.3
1986	43,530	-6.6
1987	41,213	-5.3
1988	38,146	-7.4

TABLE 4.6

ENROLLMENT OF SPECIAL EDUCATION STUDENTS IN OCCUPATIONAL EDUCATION

NEW YORK STATE
1984-88

Year	Enrollment
1984	22,990
1985	23,725
1986	32,090
1987	31,196
1988	31,149

TABLE 4.7

NUMBER OF OCCUPATIONAL EDUCATION PROGRAMS WITH 70% OR GREATER MALE OR FEMALE ENROLLMENT

NEW YORK STATE

1986-87 THROUGH 1988-89

MAJOR SUBJECT AREA	TOTAL NUMBER OF PROGRAMS* OFFERED	Number of Programs With Greater Than 70% Male or Female Enrollment					
		1986-1987		1987-1988		1988-1989	
		Male	Female	Male	Female	Male	Female
Agriculture	25	14	2	14	3	12	3
Marketing	24	5	2	3	1	5	1
Business	31	0	15	2	10	1	13
Trade	91	61	3	62	5	62	5
Technical	23	13	1	12	1	15	1
Health	20	1	11	0	12	1	14
Home Economics	17	0	10	0	9	0	12
TOTAL	231	94	44	93	41	96	49

* Program is a planned sequence of courses designed to impart the skills and knowledge that enable students to obtain at least entry-level employment in those occupations for which training is provided.

TABLE 4.8

ENROLLMENT IN PUBLIC AND NONPUBLIC SCHOOL PREKINDERGARTEN PROGRAMS BY RACIAL/ETHNIC GROUP

NEW YORK STATE

1975-76 TO 1988-89

Location	1975-76	1980-81	1985-86	1988-89
New York City				
PreK Enrollment	8,635	14,486	22,990	30,312
% of 4 year old Population	8.1%	16.2%	23.2%	30.2%
Racial/Ethnic Group				
Black	17.0%	15.7%	19.1%	24.8%
Hispanic	17.2	13.8	13.8	18.8
Other Minority*	2.7	6.4	6.3	6.0
White	63.1	64.1	60.8	50.4
Rest of State				
PreK Enrollment	15,605	24,939	33,834	36,900
% of 4 year old Population	9.6%	18.9%	24.1%	25.7%
Racial/Ethnic Group				
Black	19.8%	14.4%	12.3%	11.9%
Hispanic	4.8	9.1	3.8	4.7
Other Minority*	1.8	4.8	2.7	3.0
White	73.6	71.7	81.2	80.4
Total State				
PreK Enrollment	24,240	39,425	56,824	67,212
% of 4 year old Population	9.0%	17.8%	23.7%	27.5%
Racial/Ethnic Group				
Black	18.7%	13.9%	15.2%	17.7%
Hispanic	9.5	7.3	8.1	11.1
Other Minority*	2.2	4.2	4.2	4.4
White	69.6	74.6	72.5	66.8

*Includes American Indian, Alaskan Native, Asian and Pacific Islander.

TABLE 4.9

ENROLLMENT IN PUBLIC AND NONPUBLIC PREKINDERGARTEN PROGRAMS BY COMMUNITY TYPE AND RACIAL/ETHNIC GROUP

NEW YORK STATE

FALL 1988

Community Type	Prekinder-garten Enrollment	Black	Hispanic	Other Minority*	White
New York City	30,312	24.8%	18.8%	6.0%	50.4%
Large-Size Cities	5,079	30.7	8.8	2.9	57.6
Medium-Size Cities	2,080	20.7	5.2	2.5	71.6
Small-Size Cities	4,775	10.1	4.7	2.6	82.7
Large-Size Central Districts and Village Districts	21,371	7.9	4.1	3.0	85.0
Medium-Size Central Districts	1,999	7.9	2.0	5.3	84.8
Small-Size Central Districts	1,596	4.1	3.3	2.7	89.8
Total State	67,212	17.7%	11.1%	4.4%	66.9%

*Includes American Indian, Alaskan Native, Asian and Pacific Islander.

TABLE 4.10

NUMBER OF PUBLIC SCHOOL STUDENTS WITH LIMITED ENGLISH PROFICIENCY

NEW YORK STATE
JANUARY 1988

District Location	Number of LEP Students	Percent of LEP Students Statewide
New York City	105,840	81.6%
Buffalo	1,704	1.3
Rochester	2,082	1.6
Syracuse	408	0.3
Yonkers	2,217	1.7
Total Big 5 Cities	112,251	86.5
Rest of State	17,556	13.5
Total State	129,807	100.0%

Source: NYSED, Information Center on Education

STUDENTS WITH LIMITED ENGLISH PROFICIENCY = pupils who be reason of foreign birth or ancestry, speak a language other than English and either: (1) understand and speak little or no English; or (2) score below the statewide reference point or the 23rd percentile on an English language assessment instrument approved by the Commissioner {Section 154.2(a) of the Commissioner's Regulations}.

CHAPTER 5: STUDENT PERFORMANCE

Measures of student performance are essential for assessing the effectiveness of schools. In New York State, the primary measures of student and school performance in the elementary grades are the Pupil Evaluation Program tests and the Program Evaluation Tests. Information about secondary school student performance is obtained from the results of Regents Competency Tests, Regents examinations and several national programs. Analysis of the above-mentioned instruments forms the basis for the discussion of student performance that follows; not necessarily because they are the best or only tools for doing this, but because comprehensive results are available, and because the data permit a historical perspective and allow comparisons.

The first section of this chapter will examine performance on these measures for the State as a whole and, where possible, desegregated by community type and by public and nonpublic schools. The second section will address the relationship between race/ethnicity and performance and the final section will consider differences in performance according to gender.

Performance Measures

Performance measures have been disaggregated by public school community type and by nonpublic school type. Performance differences among community types were found on every measure. A substantial part of these differences is attributable to differences in the social and economic characteristics of students in schools within each community type. According to data collected in the 1980 decennial census, the Big 5 Cities have a higher percentage of children living in poverty than the rest of the State. In addition, they have larger percentages of single-parent households and adults who have not completed high school (see Table 2.1).[1] These socioeconomic characteristics are known to be related to the academic performance of children.

The relationship between socioeconomic status and academic performance is well documented. Research has shown that minorities and the poor are concentrated in the bottom fifth of the score distribution on many standardized examinations. This conclusion was documented on the National Assessment of Educational Progress (NAEP) reading, writing, and mathematics tests; the Air Force Qualification Test which was used in the High School and Beyond Study, and the NAEP Young Adult Literacy Assessment.[2]

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[1]As Table 2.1 documents, certain districts outside of the Big 5 Cities also have high percentages of children with these critical characteristics.

[2]Berlin, G. & Sum, A. Toward A More Perfect Union: Basic Skills, Poor Families, and Our Economic Future. (New York: Ford Foundation, 1988).

Research conducted by the State Education Department confirmed that socioeconomic status in New York State school districts is strongly related to district test performance. The socioeconomic status measure was a weighted combination of three variables drawn from the 1980 Decennial Census: the percentage of children living in families headed by a single parent; the percentage of households within the district receiving public assistance; and the percentage of adults 25 years of age and older who have not graduated from high school. This composite measure was correlated with a measure of district academic performance: the 1984-85 mean district PEP score based on the reading and mathematics tests. The effect of socioeconomic status on educational performance depended on the type of district: In both urban and downstate suburban districts, the influence of socioeconomic status was moderately powerful; while in upstate suburban and rural districts the relationship was significant but modest.[3]

Family environment rather than socioeconomic status, however, is the operative variable in explaining school performance.[4] Family environment largely determines children's opportunities to acquire the language, cognitive, and social skills that are critical for school success. While some disadvantaged and minority families are able to provide excellent learning environments for their children, other families do not have the economic and personal resources to provide optimal environments. For example, parents' educational attainment has been found to have a substantial influence on the availability of literacy materials in the home, the choice of a college-preparatory curriculum during high school, and the ultimate educational attainment of young adults.[5] Consequently, the cognitive development and school performance of disadvantaged and minority children is more dependent on the school environment than is that of more affluent white children.[6]

Pupil Evaluation Program

The Pupil Evaluation Program (PEP) was initiated in 1965 to provide data to the State Education Department and local school districts for use in planning, managing, and

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[3]The urban districts included New York City and all other city districts (correlation between socioeconomic status and performance: $r = .66$). The downstate suburban districts included all suburban districts in the five counties closest to New York City: Nassau, Putnam, Rockland, Suffolk, and Westchester ($r = .62$). All other suburban districts were considered upstate districts ($r = .26$). The rural districts were those that are not located within Standard Metropolitan Statistical Areas and are, therefore, located in more sparsely populated areas of the State ($r = .19$).

[4]See Walberg, H.J and Majoribanks, K. Family Environment and Cognitive Development. Review of Educational Research, 46, 1976, 527-551.

[5]This discussion is based on an analysis of the National Assessment of Educational Progress Young Adult Literacy Assessment reported in Venezky, R.L, Kaestle, C.F., and Sum, A.M. The Subtle Danger. (Center for the Assessment of Educational Progress, Educational Testing Service, 1987).

[6]Alexander, K.L. and Entwisle, D.R. Achievement in the First Two Years of School: Patterns and Processes. Monographs of the Society for Research in Child Development, 1988, 53.

evaluating educational programs at both the State and local levels. The PEP program involves the administration of criterion-referenced reading and mathematics tests to all pupils at the end of grades 3 and 6 and the administration of a writing test to pupils at the end of grade 5. The PEP tests are an important tool in ensuring the provision of essential educational services, since the Commissioner's Regulations mandate that all pupils scoring below the designated Statewide Reference Point (SRP)[7] be given remediation.

Figure 5.1 displays the percentage of students who scored above the SRP on each of the five PEP tests during the past five years. A large majority of children in the State met this criterion on each test. In 1988-89, a higher percentage of pupils scored above the SRP on the mathematics and writing tests than on the reading tests. The percentage of pupils scoring above the SRP was approximately equal on the third and sixth grade reading tests, while a higher percentage of third graders than sixth graders scored above the SRP on the mathematics test. It should be noted, however, that the percentage of 1988-89 sixth-graders scoring above the SRP on the mathematics test was higher than the percentage scoring above the SRP in 1985-86 when they were third graders.

From 1984-85 to 1988-89, schools statewide have succeeded in increasing the percentages of their students scoring above the SRP on all PEP tests (see Figure 5.1). The percentages for reading have increased four points on both the third and sixth grade tests. Mathematics percentages have increased even more: 11 percentage points on the grade 3 test and 9 points on the grade 6 test. The percentage of students scoring above the SRP on the writing test increased by five points during this time.

Performance varied among schools according to public school community type and nonpublic school type. Tables 5.1A through 5.1E show the percentages of students scoring above the SRP on each of the five PEP tests for public schools within each community type and for nonpublic schools. Public schools within every community type have improved over the last five years on every test. The improvements in performance for all the tests except writing were greater for New York City than for any other community type. The performance of students in nonpublic schools has improved markedly on the mathematics tests and slightly on the writing test. Their performance on the reading test fluctuated during this period.

While the New York City public schools enjoyed the largest increase in the percentage of students scoring above the SRP, they still had the smallest percentages of students meeting this criterion. In 1988-89, the percentage of students above the SRP in New York City public schools ranged from 68 percent on the Grade 3 reading test to 85 percent on the Grade 3 mathematics test and the Grade 5 writing test. Schools in the large-size city districts had the second lowest percentages of students scoring above the SRP. Their percentages ranged from 75 percent on the grade 6 reading test to 93 percent

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[7]The SRP refers to a minimum level of competency for a given grade. Students scoring above this point on the PEP tests are considered to be making satisfactory progress in developing the basic skills of reading comprehension, mathematics and writing.

on the grade 3 mathematics test. Schools in central and village districts[8] recorded higher percentages of students scoring above the SRP than the city districts on all PEP tests except writing. In these districts, the percentage of students exceeding the SRP on each test was 92 percent or greater.

Students who speak English as a second language are provided with native language translations of the mathematics PEP tests. Table 5.2 shows the numbers tested on the alternative language editions and the percentages scoring above the SRP. The percentages of pupils scoring above the SRP on these tests were smaller than the comparable percentages on the English language mathematics PEP tests. Only 56 percent of those tested on the alternative language edition grade 3 test scored above the SRP as opposed to 93 percent of those tested with the English edition. Comparable figures for the grade 6 tests were 37 percent and 89 percent.

Program Evaluation Tests

The Regents Action Plan mandated the creation of tests to evaluate the effectiveness of instructional programs in elementary school science, elementary school social studies, and middle school social studies. While the tests are designed to evaluate programs, performance on the tests is a function of student ability and motivation as well as program effectiveness. The elementary school social studies test was administered for the first time in May 1987; the other two program evaluation tests were introduced in May 1989. Since scores are used to evaluate programs rather than to identify pupils in need of remediation, no Statewide Reference Points have been established.

The elementary school social studies test is based on the K-6 social studies syllabus and is administered at the end of grade 6. It consists of two required parts: a series of objective questions and a writing exercise. In addition, optional class participation projects which can be administered at any time in the sixth grade are available. The middle school social studies test, given at the end of grade 8, is based on the syllabus for grades 7-8. This test is similar in format to the grade 6 test.

To assess the relative effectiveness of programs in social studies, a distribution of the mean scores of all participating schools was compiled. Schools were then assigned a percentile rank based on the position of their mean score relative to the mean scores of all other schools. Table 5.3 presents the percentile rank of the mean score of each community type and each nonpublic school type for each test. To determine percentile ranks, the mean of the mean scores of schools in each type was calculated. These calculated means were compared with the distribution of school means. The percentile

[8]"Central and village districts" refers to schools in the following community types: Large-Size Central and Village Districts, Medium-size Central Districts, Small-size Central Districts. "City districts" refers to New York City public schools, Large-Size City Districts, Medium-Size City districts, and Small-Size City Districts."

rank indicates the percentage of schools whose mean scores were equal to, or lower than this calculated mean. As with the PEP scores, New York City public schools had the lowest mean scores relative to other schools; central and village district schools had the highest mean scores. Nonpublic schools outside of New York City had a higher mean score than any public school community type, while New York City nonpublic schools had a higher mean score than any of the city districts.

The elementary school science test is administered at the end of grade 4 and measures objectives taught in grades K-4. The test has a written component and a manipulative skills component, both of which are required. Attitude measures are provided for optional use. For the Grade 4 Program Evaluation Test in Science, quartile ranks were determined from the distributions of school mean scores on each component of the test. The quartile ranks divide the distribution of scores into four equal groups from lowest (1) to highest (4). The quartile ranks for each community type and each nonpublic school type are shown in Table 5.4. Public schools in New York City and the large-size city districts scored in the bottom quartile (the lowest 25 percent of schools) on all components, while the village and central districts scored in the third quartile. Nonpublic schools in New York City scored in the second quartile; while other nonpublic schools scored in the third quartile.

Regents Competency Tests

The Commissioner's Regulations state that all pupils must demonstrate competency in the areas of reading, writing, mathematics, science, and United States history and government to obtain a high school diploma. About one-half of the pupils graduating from high school each year demonstrate competency in these areas by passing Regents examinations in English, mathematics, science, and United States history and government. The Regency Competency Tests (RCTs) were established as a mechanism for students not participating in Regents courses and examinations to demonstrate competency. Further, to assist students in meeting the competency criteria, the Commissioner's Regulations require that pupils failing any competency test be provided appropriate remediation.

The RCT in reading is based on the Degrees of Reading Power methodology and indicates the most difficult prose that a pupil can read with comprehension. It is a criterion-referenced test and allows scores to be related to the readability level of textbooks. The RCT in writing measures a pupil's ability to organize and present ideas in written form. The test consists of three writing tasks: a business letter, a report, and a composition. The reading and writing tests are intended to assess skills acquired during high school and may not be given prior to eleventh grade.

Tables 5.5A and 5.5B show the number of students tested and the percentages passing the RCTs in reading and writing in the January administrations from 1986 to 1989. Statewide, approximately 90 percent of students taking the reading RCT in January during the past four years have passed. The percentages of students passing in New York City

and the other Large-size and Medium-size City districts were generally less than in the other community types. Performance on the RCT in writing has fluctuated over the past four years; the percentage passing has varied from 80 to 85 percent. In January 1989, 83 percent of students taking the RCT in writing passed. New York City public school students were less successful on this test than students in other community types. On both the reading and writing RCTs, students from nonpublic schools were more successful than students from public schools.

The mathematics test is designed to measure competency in the skills described in the State-recommended high school mathematics syllabus for students not enrolled in Regents mathematics courses. The test questions cover the core areas of integers and rational numbers; graphing; measurement of geometric figures; ratio, proportion, and percent; probability and statistics; and consumer and job-related mathematics. The vast majority of students initially take the mathematics test at the end of grade nine.

The percentage of students passing the mathematics competency test is lower than the percentage of students passing the reading competency test (see Table 5.5C). In 1989, 70 percent of mathematics test takers passed compared to 90 percent of reading test takers. The pattern of results among community types was consistent with the pattern in reading. On the average, fewer students from New York City and the Large-size and Medium-size City districts passed than students from other community types. Students from nonpublic schools were more successful than students from public schools.

The RCT in science is designed to measure core process skills and core understandings taken from the Science Syllabus of Middle and Junior High Schools. The majority of the 70 test questions are multiple choice. The few open-ended questions require exercises such as completing a graph, constructing a data table, and describing an activity. This test was administered for the first time in June 1988, and competency in science will be required for graduation beginning in 1991. Almost all students take the science test at the end of grade nine.

Table 5.6 presents the percentages of students according to community type and nonpublic school type who passed the RCT in science in June 1988 and 1989. In June 1989, 67 percent of all students taking this RCT passed. Smaller percentages of students in city districts and nonpublic schools passed than did students in central and village districts.

The RCT in United States history and government is designed to measure the content and major ideas sections of the grade 11 syllabus in this subject. The test comprises 50 multiple-choice questions and 4 essay questions, of which the student must respond to two. It was administered on an experimental basis in June 1988, and competency in United States history and government will be required for graduation beginning in 1990. The vast majority of students initially take this test at the end of grade eleven.

The percentages of students passing this test, disaggregated by community type and public/nonpublic, are shown in Table 5.6. In June 1989, 87 percent of students taking the United States history and government test passed. Students in the central and village districts and students from nonpublic schools were on average more successful than students from the city districts.

Students for whom English is a second language and who enter New York schools after the eighth grade are offered alternatives for meeting some competency requirements. To meet the writing requirement, these students may pass a writing test in their native language and a test in English as a second language which documents that they are making progress in acquiring English. The native language writing test was offered in 29 different languages during 1989. Statewide, more than 80 percent of those tested passed. The number of students tested and percentage passing are presented in Table 5.7.

Alternative language editions of the RCTs in mathematics, science, and U.S. history and government were also provided. The number tested and the percentage passing on these tests are shown in Table 5.8. A smaller percentage of students passed these tests than passed the English-language edition RCTs in these subjects: In 1989, 43 percent of students taking alternative language editions of the RCT in mathematics passed as compared with 70 percent of students taking the English edition. Comparable figures for science were 36 percent and 67 percent, and for U.S. history and government, 63 percent and 87 percent.

The competency testing requirements prevented few pupils from receiving a high school diploma during the 1988-89 school year. Of the candidates for graduation, 98.8 percent met the competency testing requirements. Only 0.5 percent of the candidates failed to graduate solely because of the competency testing requirements. Another 0.7 percent failed to meet both the competency testing requirements and the local course requirements. Another 5.4 percent passed the competency requirements but failed to meet local course requirements. In all, fewer than 2,200 of the 181,100 diploma candidates in 1988-89 failed to attain the standards in all three basic skills.

Regents Examinations

For more than a century, Regents examinations have been an important component of high school education in New York State. Examinations are provided in approximately 20 subjects, and more than a million examinations are administered annually. About 60 percent of pupils in grades 9-12 take a least one Regents examination in a typical school year.

Regents examinations serve several purposes. They establish and maintain standards by defining important outcomes of instruction in the most commonly studied high school subjects. They help motivate student achievement and provide teachers with valid and reliable final examinations. Each examination is based on a State syllabus.

Table 5.9 presents the percentage of total State students passing each Regents examinations during the past three years. In 1989, 82.3 percent of the Regents examination taken were passed. Foreign language examinations had the highest passing rates, undoubtedly, because they were taken by the smallest and most selective group of students. Three examinations had passing rates of less than 80 percent. The eleventh-year mathematics examination, which is being phased out and is offered in only a few schools, had the lowest passing percentage. The global studies examination, which was being given for the first time, also had a relatively low passing rate. The third examination which had a passing rate of less than 80 percent was the Sequential Mathematics, Course I examination. The Course II and Course III examinations had higher passing rates, presumably, because of the attrition of weaker students from this sequence.

Tables 5.10A through 5.10L present additional data on selected Regents Examinations. For each examination, the percentage passing and the percentage of average enrollment tested is presented for four years: 1978, 1983, 1988, and 1989. Data for the total State are shown as well as data disaggregated according to public school community type and nonpublic school type.[9]

The pattern of performance among community types and nonpublic schools on the Regents examinations was very similar to the pattern of performance on PEP tests. New York City had the smallest percentage of enrollment participating in the examinations and, with the exception of the Large-size City districts, the lowest passing rates. The exception occurred on the French and Spanish examinations, which nine out of ten New York City test takers passed (see Tables 5.10B and 5.10C). The Large-size City districts had substantially larger percentages of students participating in the Regents examinations but experienced lower passing rates than New York City on most examinations. The central and village districts and the Small-size City districts had the highest passing rates on most examinations.

There were substantial differences in performance between public and nonpublic schools on several examinations. A larger percentage of nonpublic than public school students passed the comprehensive examination in English, and the global studies and history and government tests (see Tables 5.10A, 5.10K and 5.10L). On the other hand, public school students had higher passing rates than nonpublic school students on the Course III mathematics test and all of the science tests (see Tables 5.10F through 5.10J).

Students for whom English is a second language are provided the opportunity to take Regents examinations in mathematics in their native language. Table 5.11 presents the number of students tested and the percentage passing for the Spanish Language Edition of the Regents Examination in Sequential Mathematics, Course I. The percentage

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[9]The percentage of average enrollment (per grade) tested was calculated by dividing the number of students tested by this denominator: the school enrollment divided by the number of grades in the school. For example, in a grade 9-12 school the number of students tested was divided by one-quarter of the school enrollment.

of students passing this test (37 percent) was considerably less than the percentage of students passing the English language edition (76 percent).

Regents Diplomas

The New York State Regents diploma is generally regarded as an indicator of rigor in effort and excellence in accomplishment. The percentage of students receiving Regents diplomas or endorsements each year is thus an indicator of the level of attainment for the educational system. It should be noted, however, that many school districts offer courses of study which exceed the minimum standards established by the State Education Department for awarding Regents diplomas.

Although the Commissioner's regulations require that all public school students have the opportunity to participate in Regents examinations and earn a Regents diploma, only 95 percent of public schools with students in grade 9 or higher offered Regents examinations in 1988-89 (see Table 5.12A). The lowest level of participation was in the Medium-size City districts (64 percent)[10], while participation in New York City and the Large-size City districts was somewhat higher (84 and 82 percent respectively). From 98 to 100 percent of schools in the Small-size City districts and the central and village districts gave Regents examinations. Nonpublic schools are not required to participate in the Regents examination program. Nevertheless, slightly more than half of the New York City nonpublic schools participated, while less than two out of five nonpublic schools located outside New York City participated.

Table 5.12B shows the percentages of these same schools which awarded Regents diplomas during 1988-89. Approximately 91 percent of public schools serving students in grade 9 or higher awarded Regents diplomas.[11] The Large- and Medium-size City districts had the smallest percentages of schools awarding Regents diplomas, 69 and 71 percent. The percentage of public schools awarding Regents diplomas was high in the central and Village districts and in the Small-size City districts (94 to 100 percent). Slightly more than four out of ten nonpublic schools in New York City awarded Regents diplomas, compared with less than three out of ten nonpublic schools located outside of New York City.

In the past year, the trend in the percentage of students receiving Regents diplomas changed significantly. As shown in Table 5.13, between 1986-87 and 1987-88, the percentage of public high school graduates receiving Regents diplomas increased slightly statewide, from 48 percent to 49 percent. The comparable statistics for New York City's public schools remained constant at 37 percent. Between 1988 and 1989, however, there

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[10]The relatively small number of schools in the Medium-size City districts means that changes in the status of one or two schools result in significant changes in percentages.

[11]Since some schools not awarding Regents diplomas did not include graduating seniors in their enrollments, the percentage of school with graduating seniors granting Regents diplomas was, in fact, somewhat higher than 91 percent.

was a 13 percentage point decrease in the percentage of Regents diplomas awarded by public schools across the State; only 36 percent of 1989 graduates earned Regents diplomas. This decrease occurred in every community type; the percentage point decreases within community types ranged from 8 to 14 points. The percentage of nonpublic school students earning Regents diplomas also decreased, from 49 percent to 35 percent.

This decrease may relate closely to the change in requirements for a Regents diploma initiated with the Regents Action Plan and fully implemented in 1989. Graduates of the class of 1989 who entered high school in 1985 were the first to be subject to more rigorous requirements for both the Regents and local diplomas. Beginning with this class, 18 ½ units are required to earn either diploma; this is a 2 ½ unit increase over the previous requirement. The additional requirements to earn a Regents diploma were made even more rigorous: Two three-unit sequences (compared to one required previously) in occupational education, mathematics, science, art or music, or a second language are required.[12] Further, with few exceptions, Regents diploma candidates are required to complete a three-unit sequence in a second language. Students are also required to pass Regents examinations in English, a second language, mathematics, science and U.S. history and government.

The fact that in 1989 a smaller percentage of students earned Regents diplomas does not mean that the academic preparation of this class was inferior to that of previous classes. On the contrary, all diploma recipients in this class met more rigorous requirements than were required of previous classes. The Regents diploma reflected the most rigorous preparation ever required for that credential. Consequently, many students who earned local diplomas in 1989 would have qualified for Regents diplomas in previous years.

The ordering of community types according to percentage of Regents diplomas awarded has remained relatively unchanged, although the Small- and Medium-size City districts had smaller percentage point decreases than other public school community types. The percentages of Regents Diplomas awarded were lowest in the Large-size City districts, New York City, and the Medium-size City districts; the percentages ranged from 20 to 28 percent in these community types (see Table 5.13). The Small-size cities and the central and village districts awarded larger percentages of Regents diplomas; percentages in these community types ranged from 36 to 42 percent. The decrease in Regents diplomas was not limited to public schools. Nonpublic schools in New York City experienced the largest decrease in the percentage of Regents diplomas awarded, 18 percentage points. Nonpublic schools in the rest of the State had a 12 percentage point decrease.

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[12]Students may substitute a five-unit sequence in certain subjects, for example, English or social studies, for the three-unit sequence.

Students with Handicapping Conditions

Statistics reported above for the New York State testing program do not include data for handicapped pupils. Yet students with handicapping conditions have been afforded greater access to regular education programs leading to a high school diploma and, consequently, have been participating in the testing program with greater frequency. This section reviews their performance on the PEP and Regents Competency Tests and their success in earning high school diplomas.

The numbers of students participating in the PEP program and their success with these tests have increased over the last several years (see Table 5.14). Between 1986 and 1989, increases in the percentage scoring above the SRP occurred on every test. The most notable improvements occurred on the grade 5 writing test and the grade 3 and grade 6 math tests. In the 1988-89 school year, 59.3 percent of the students who took the writing test scored above the SRP, compared to 40.6 percent during the 1985-86 school year. During the same period, the percentage of students scoring above the SRP on the grade 3 mathematics test increased from 43.5 percent to 57.0 percent. The comparable figures for the grade 6 mathematics test were 27.9 percent and 37.5 percent.

Similarly, the success rate of students taking the Regents Competency Tests in mathematics, reading, and writing has increased considerably. These results are documented in Table 5.15. From 1986 to 1989, the percentage of students passing the RCT in mathematics increased by 4 percentage points. In the same period, the percentages passing the RCTs in reading and writing increased by 10.1 and 6.8 percentage points, respectively.

Comparisons of credentials awarded to students with disabilities in 1985-86 and 1987-88 demonstrate increased participation in regular education programs. During the 1985-86 school year, 3,478 students with disabilities were awarded a local high school diploma. In the 1987-88 school year, 5,170 local diplomas were awarded to such students. The latter figure represents a 67 percent increase in diplomas awarded to students with handicapping conditions.

Although the number of students with handicapping conditions who receive local or Regents diplomas has increased steadily in the past three years, only half of the handicapped students currently leaving the school system received diplomas. This rate is less than that expected, given the number of students with handicapping conditions identified as fully capable of earning a diploma with appropriate special education intervention. The percentage of students with handicapping condition who dropped out was especially high among students who were seriously emotionally disturbed or learning disabled.

During the 1988-89 school year, 16,375 students with disabilities receiving special education and related services left the school system. An unnecessarily large percentage of these students left without the necessary credentials to find satisfying and remunerative employment.

Data collected on students aged 16 to 21 years old who exited the educational system during 1985-86 suggested that pupils with handicapping conditions tended to remain in school until the age of 19 years. Nearly 55 percent of these students received a Regents diploma or local diploma. The remaining 45 percent either left school or continued attending school until they were required to leave the system at age 21.

National Programs

There are three national programs in which New York can be compared with other states. They are the Advanced Placement Program, the National Merit Scholarship Program, and the Westinghouse Science Talent Search. New York students, who accounted for 7.2 percent of 1987-88 U.S. high school graduates, are significantly overrepresented among high achievers in these programs.

The Advanced Placement Program of the College Board consists of course syllabi and examinations in 13 disciplines, through which high school students may earn college credit at postsecondary institutions throughout the country. About 231,000 pupils nationwide participated in this program in 1987-88. New York State students wrote 12.1 percent of the Advanced Placement examinations written nationally.

The National Merit Scholarship Program is the nation's largest independently financed competition for college undergraduate scholarships. Each year more than one million pupils take the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test to enter the scholarship competition. About 35,000 were commended for their performance, and 15,000 were named semifinalists. A criterion for selecting semifinalists is established for each state so that the number of semifinalists is proportional to the population of the state. A national criterion, however, is established for commendation and New York State had a disproportionate share (10.8 percent) of the commended students in 1987-88.

The Westinghouse Science Talent Search endeavors to identify those high school seniors who have the greatest potential to become research scientists and engineers. Entries submitted by about 1,300 contestants are judged in this competition. Winners and those in the Honors Group, who are recognized for the quality of their entries, are frequently offered university and college scholarships. New York students comprised 45.7 percent of the 1987-88 Honors Group and 47.5 percent of the winners.

College Board Achievement Tests

The College Entrance Examination Board's testing program includes achievement tests which are used in admission's decisions by many colleges and universities. The tests are rigorous measures of achievement in 14 different subject areas. Achievement tests were written by 28,074 college-bound seniors in New York State during 1988.

New York students have always performed extremely well on the achievement tests, and the class of 1989 was no exception. As shown in Table 5.16, the average score earned by the State's college-bound seniors on all tests combined was 11 points higher than the national average. New York's averages ranged from 28 points better on the American History and Mathematics Level 1 achievement tests to 3 points better on the English Composition examination.

Scholastic Aptitude Test

Each year about one million college-bound seniors nationwide take the Scholastic Aptitude Test (SAT), administered by the College Board's Admissions Testing Program. There are two components to the SAT: the verbal test measures vocabulary and reading comprehension skills, and the mathematics test measures the ability to solve problems involving arithmetic reasoning, algebra, and geometry.

The SAT is intended to predict students' performance in college and measures abilities that are developed over years of study and use, both in and out of school. It does not measure achievement in a particular curriculum, and is therefore an inappropriate measure of the quality and effectiveness of a given instructional program. Data on SAT scores are nevertheless presented here because of the continuing interest by the public and the continued use by postsecondary institutions as one component of the admissions process.

In New York State during the 1988-1989 academic year, approximately 130,000 students, or 69 percent of the senior class, took the test. Figure 5.2 displays the mean verbal and mathematics scores and percentages tested of public and nonpublic high school students who were seniors in 1989. Students attending independent nonpublic schools achieved the highest mean scores on both the verbal and mathematics sections of the test. Public school students achieved somewhat higher mathematics scores than students from religiously affiliated schools, but the opposite was true for verbal scores. The mean composite score in 1989 for all students tested in New York was 890; this mean score was 12 points lower than the mean score in 1978.

Racial/Ethnic Differences in Performance

In this section, differences among racial/ethnic groups in academic performance are examined. Since racial/ethnic data are not collected on test forms, individual performance cannot be related to racial/ethnic origin. Consequently, surrogate measures were used to examine this relationship; that is, school test performance was analyzed according to the minority composition of the school. For the majority of the following analyses, test scores were disaggregated according to the minority composition category of the school: Five categories of public schools were constructed based on minority enrollment: 0 to 20 percent, 21 to 40 percent, 41 to 60 percent, 61 to 80 percent, and 81 to 100 percent.

The relationship between minority composition category and performance can only be properly understood in relation to the socioeconomic characteristics of schools with high percentages of minority students. Earlier sections of this paper have documented that those schools which have the largest percentages of minority students also tend to have the largest percentages of children living in poverty. Figure 3.1 shows that the highest minority composition category had a much higher percentage of schools with 61 or more percent of their students receiving public assistance than did the lowest minority composition category.

Pupil Evaluation Program Tests

Analysis of the 1988-89 Pupil Evaluation Program (PEP) test results demonstrates that schools with the highest percentages of minorities tend to have the lowest percentages of students scoring above the SRP. Tables 5.17A through 5.17E show the percentages of students scoring above the SRP for schools within each minority composition category in each community type. These tables show that the relationship between minority composition category and percentage of students scoring above the SRP was most pronounced in New York City. In New York City, public schools in the highest minority composition category had from 15 to 29 percentage points fewer students scoring above the SRP than schools in the lowest minority composition category. The same trend is apparent in the Large-size Central and Village districts on the reading and writing PEP tests. In these districts, however, the discrepancies between minority composition categories were much smaller (7 to 11 percentage points).

The percentages of public school students in the highest minority composition category scoring above the SRP increased on four of the five PEP tests between 1988 and 1989. On the remaining test, the grade 3 reading test, there was no change. The smallest increase in pupils scoring above the SRP occurred on the writing test, from 79 to 81 percent. The increases on the grade 6 reading and grade 3 and grade 6 mathematics tests ranged from 7 to 11 percentage points. Optimism about this improvement must be tempered until this positive trend can be confirmed over a longer period of time. This is especially true because schools at the lowest end of the score distribution are expected by chance to improve when retested.

The majority of minority students attended school in New York City and the majority of schools in the highest minority composition category were also in New York City. New York City public and nonpublic schools accounted for approximately 93 percent of students in this category tested on the third grade reading test. Too few schools in this category can be found in the Small-size City districts or the Medium-size and Small-size Central districts to accurately assess this relationship within these community types. For example, less than two percent of pupils tested in the Small-size Central districts attended schools with more than 21 percent minority students.

Regents Competency Tests

In 1988-89 on all five Regency Competency Tests (RCTs), the percentage of students passing generally decreased as the minority composition category of the school they attended increased. Tables 5.18A through 5.18E show the percentage passing each RCT, disaggregated by minority composition category and community type and nonpublic school type. The general trend across the State for public and nonpublic schools is that large differences in percentage passing (15 to 36 percent) are found between the highest and lowest minority composition categories and smaller differences (4 to 12 percentage points) are found among the intermediate categories (21 to 80 percent minority). The smallest differences among minority composition categories were on the RCTs in reading and U.S. history and government, and the largest differences were on the mathematics and science RCTs. The trends for individual community types are obscured by the small numbers of schools and individuals tested within some categories.

Regents Examinations

The June 1989 test results indicated that the percentages of students passing Regents examinations generally decreased as the percentages of minority students within the school increased. The evidence for this assertion can be found in Tables 5.19A through 5.19K which present the percentage of average enrollment tested and the percentage passing by school minority composition for selected Regents examinations. The largest differences between low minority composition schools and high minority composition school occurred on tests in the following areas: English, social studies, and science. Across the State, the differences between categories ranged from 28 to 35 percentage points on these tests (Tables 5.19A and 5.19G through 5.19K). The differences between the high and low minority composition categories on the Sequential Mathematics tests were somewhat smaller particularly on the Course II and III tests: the difference on the Course I test was 28 percentage points, while the differences on the Course II and III tests were only 18 percentage points (Tables 5.19D through 5.19F). On the Comprehensive examinations in French and Spanish, which were taken by very small percentages of students, the effect of minority composition category was minimal: an eight percentage point difference on the French test and a two percentage point difference on the Spanish test (Tables 5.19B and 5.19C).

Of equal interest is the effect of minority composition category on percentage of students taking the Regents examinations. Tables 5.20A and 5.20B show the participation rate in Regents Science and Mathematics examinations according to school minority composition category. These tables demonstrate that as the percentage of minorities in the school increases, participation in Regents examinations declines. While 35 percent of students in schools in the low minority composition category participated in Regents science examinations, only 9.4 percent in schools in the high minority composition category participated. The comparable figures for participation in Regents mathematics courses were 43.3 percent and 17.3 percent.

Table 5.19A shows the percentage of average grade enrollment in each minority composition category who took the Regents comprehensive examination in English. Again statewide, as the percentage of minority students in a school increased, the percentage of students taking the comprehensive English examination decreased. This trend was most pronounced in the New York City District. In conclusion, schools with very high percentages of minorities had the fewest students participating in Regents science, mathematics, and English examinations and the smallest percentages of participating students passing.

The percentages of public school students from the highest minority composition category passing selected Regents examinations improved between 1988 and 1989. The most impressive improvement occurred on the biology examination: an 18 percentage point increase from 41 to 59 percent. On the comprehensive English examination, the improvement was six percentage points, from 55 percent to 61 percent. On both the mathematics course I and U.S. history and government examinations, there were 10 percentage point increases, from 43 to 53 percent on the mathematics and from 42 to 52 percent on the history and government. Again, these improvements must be confirmed by equivalent or better performance in future years.

Diplomas

Table 5.21 shows the percentage of local diplomas, Regents diplomas, Individual Education Plan (IEP) diplomas, and certificates for students with handicapping conditions awarded to Blacks, Hispanics, whites, and other minorities in June 1989. As well as statewide data, data disaggregated by community type are provided. While approximately 20 percent of secondary students statewide were Black, only 4.4 percent of Regents diplomas and 12.0 percent of local diplomas were awarded to Black students. In contrast, Blacks received 23.3 percent of IEP diplomas and 46.7 percent of certificates. Hispanics accounted for 14 percent of secondary students in the State, but they received only 6.8 percent of the local diplomas and 3.1 percent of the Regents diplomas. They also received 11.6 percent of the IEP diplomas and 26.8 percent of the certificates. Whites, who constituted 62 percent of the State's enrollment, received 76.8 percent of the local diplomas, 87.3 percent of the Regents diplomas, 63.6 percent of the IEP diplomas and 23.5 percent of the certificates.

New York State Scholarships

New York awards on the basis of academic merit three competitive scholarships for study in New York State colleges. Annually 1,000 Empire State Scholarships of Excellence are awarded; recipients are entitled to $2,000 annully for up to five years. Each year 25,000 Regents scholarships are awarded and entitle recipients to $250 per year for up to five years. Additionally, 800 Regents Professional Education in Nursing Scholarships are awarded. Recipients receive the same award as Regents scholars.

In 1989, scholarships were awarded on the basis of two equally weighted criteria: scores from a standardized college admissions test (the SAT or the American College Testing Program Assessment) and high school grade point average. To distribute the awards equitably across the State, individual criteria are set for each county and every high school is entitled to at least one Regents scholarship for every 40 students who graduated the previous year.

The percentage of winning students from each racial/ethnic background are presented in Figure 5.3. More than four out of five of the Empire State and Regents Scholars were white. Blacks and Hispanics were more successful in winning Regents Nursing than other Scholarships, although they did not win them in proportion to their population.

Scholastic Aptitude Test

The SAT is generally written by high schools students who intend to apply to competitive colleges and universities. Statistics indicated that minorities were not proportionately represented among high school students taking the SAT. Of those students taking the SAT, 74 percent were white, 10 percent were Black, 7 percent Hispanic, and 9 percent were from other minority groups. Figure 5.4 compares these figures with the percentages of minorities among high school seniors in New York State. Blacks, particularly, were underrepresented among SAT takers in comparison to their proportion of the population.

Scores from SATs taken during 1988-89 demonstrate significant differences among New York State students when disaggregated by race/ethnicity (see Table 5.22). Blacks received the lowest mean score on both the verbal and mathematics components. Their mean combined score was 192 points lower than the composite score for whites. Hispanics achieved somewhat higher scores than Blacks on both the verbal and mathematics sections. The combined score for Hispanics was, however, 162 points lower than the comparable score for whites. Other minorities[13] achieved total scores intermediate between those of whites and Blacks.

A College Board[14] analysis of self-reported data from New York students taking the SAT in 1985 suggested that socioeconomic factors influence the racial/ethnic differences in SAT scores. New York State Black and Hispanic students taking the test, who as a group received lower scores than whites, reported significantly lower parental incomes than whites taking the test. More than one-third (35.2 percent) of Black students and almost one-half (45.6 percent) of Hispanic students reported parental income below $12,000. In contrast, only 8.8 percent of whites reported parental income within this category.

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[13]Other minorities include American Indians, Alaskan Natives, Asians and Pacific Islanders.

[14]Admissions Testing program, New York: College-Bound Seniors, 1985, (Princeton, NJ: The College Board, 1986).

Gender Differences in Test Performance

Pupil Evaluation Program

An analysis of sample 1988-89 PEP scores indicates only marginal differences between the percentages of females and males scoring above the SRP on the reading and mathematics PEP tests, but larger differences on the writing test (see Tables 5.23A through 5.23C).[15] Considering all State pupils, the difference in the percentages for males and females on each of the reading and mathematics tests is approximately one percent. In 1988-89, this pattern was seen in all community types, with the exception of the Large-size cities, and in nonpublic schools. In the Large-size cities, six percent fewer males than females scored above the SRP on the third and sixth grade reading tests. In these districts, the percentages of males and females above the SRP on third grade mathematics test were identical, but in sixth grade females outperformed males by 15 percentage points. Females also outperformed males on the sixth grade mathematics test in the Medium-size City districts. On the fifth grade writing PEP, females outscored males in every community type and in the nonpublic schools. In 1988-89, the difference statewide was six percent, with smaller differences occurring outside the New York City District and the Large-size City districts.

Regents Examinations

Tables 5.24A through 5.24D present performance on the Regents examinations disaggregated by gender, community type, and nonpublic school type. Females outperformed males on the Regents comprehensive examination in English; across the State, 86 percent of females as opposed to 82 percent of males passed this examination. Women also performed better on the Regents comprehensive examinations in French and Spanish; they outperformed males by five and two percentage points, respectively. Males, however, were more successful than females on both the global studies and U.S. history and government examinations. Males also had an advantage on the three science tests; the percentages of men passing were five to eight percentage points higher than the percentages of women passing. State totals show that slightly more women than men passed each of the sequential mathematics examinations.

Regents-level preparation in mathematics and science is a prerequisite for pursuing many fields of college study. Therefore, the percentage of women who are pursuing these courses at the Regents level is of particular concern. Women appear less likely than men to persist in the mathematics or science sequences at the Regents level. While women

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[15]The tables displaying the results of the Pupil Evaluation Program tests and the program evaluation tests by gender were based on a ten percent stratified representative sample; the tables displaying the results of the Regents examination by gender were based on a ten percent random sample. All other tables displaying results of State Tests were based on all nonhandicapped students who were tested.

constituted a somewhat greater portion of the Earth Science examination takers, the majority of Physics examination takers were men. Despite the fact that a larger percentage of women than men passed the mathematics examinations, women were less likely than men to continue through the three course sequence: the male/female balance of examination takers shifted from Course I to Course III. In Course I there were a larger percentage of females, but by Course III males predominated.

Diplomas

In June 1989, a larger percentage of both Regents and local diplomas were awarded to females than to males. On the other hand, males received a larger portion of the IEP diplomas and certificates than females did. This trend was replicated in every community type and in the nonpublic schools (see Table 5.25).

New York State Scholarships

Approximately equal numbers of males and females won New York State Scholarships in 1989 (see Figure 5.5). Males, however, won the majority of the Empire State Scholarships, which offer the greatest financial reward. Women, on the other hand, won more than four out of five Regents Nursing Scholarships.

Scholastic Aptitude Test

Scores from SATs taken during 1988-89 demonstrate significant differences among New York State students when disaggregated by gender (see Table 5.26). Slightly more females than males took the SAT: 52 percent of those tested were female and 48 percent were male (see Figure 5.6). Males scored 62 points higher on the combined tests than females. Approximately 73 percent of the difference in the composite scores (45 points) was accounted for by the difference in scores for the mathematics component. The nature of the gender difference in 1988-89 SAT scores is consistent with the patterns seen in sample prior years of 1977-78 and 1982-83. Since 1978, the mean verbal score for males has decreased 7 points, while the mean score for females decreased 16 points. This greater decrease in verbal scores for females has contributed to the advantage males hold in combined scores. During this period, however, males' advantage over females in mathematics scores has declined slightly.

Conclusion

There were differences in performance among schools according to public school community type and nonpublic school type on each New York State measure of performance: PEP tests, Program Evaluation Tests, RCTs, Regents examinations, and

Regents diplomas. The largest differences were between the city districts and the central and village districts. Almost uniformly, New York City and the large-size districts had the lowest level of performance of all community types.

Public schools within every community type have improved their performance on all five Pupil Evaluation Program tests. Performance in nonpublic schools improved on the mathematics and writing tests. This improvement at the elementary level bodes well for future improvements on Regents Competency Tests and Regents examinations.

Performance also varied among schools with different racial/ethnic enrollments. Schools with the highest percentages of minority students performed less well than schools with the smallest percentages of minority students. On both the PEP tests and the Regents examinations, however, the performance of students from public schools in the highest minority composition category improved between 1988 and 1989. Black and Hispanic students received fewer local and Regents diplomas and fewer State scholarships than would be expected from their portion of the school population. Their SAT scores also were substantially lower than the SAT scores of white students.

Few differences in performance were found between males and females at the elementary school level, but differences emerged at the high school level. Female achieved higher scores on Regents comprehensive examinations in English and foreign languages, while males achieved higher scores in social studies and science. Females were awarded a larger portion of both Regents and local diplomas, but received fewer Empire State and Regents scholarships.

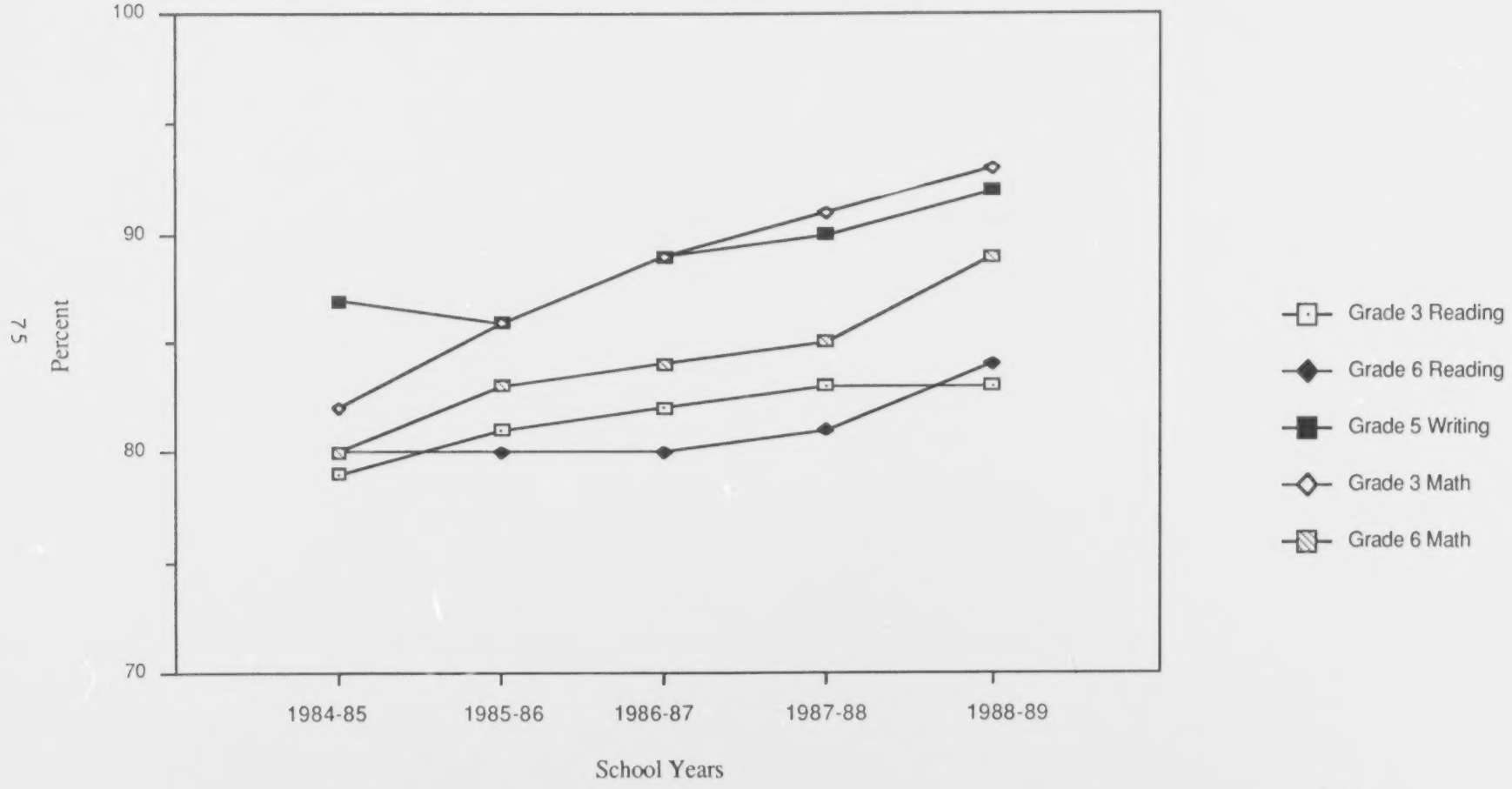
Much of the difference in performance among community types and racial/ethnic groups can be attributed to differences in the socioeconomic status of students in these groups. Such factors as family income, educational level, and family structure are known to influence academic performance. Previous chapters have presented evidence that schools within some community types had substantially more students who are vulnerable to educational failure because of these family background characteristics than schools within other community types had. Likewise, Black and Hispanic families have been shown to have more risk factors than other families. The results reported in this chapter provide more evidence for the negative relationship between district level socioeconomic variables and student academic performance.

FIGURE 5.1

PERCENT OF PUBLIC AND NONPUBLIC STUDENTS SCORING ABOVE THE STATE REFERENCE POINT ON THE PUPIL EVALUATION PROGRAM TESTS

NEW YORK STATE

1984-85 TO 1988-89



Source: NYSED Division of Educational Testing.

TABLE 5.1A

PERCENT OF STUDENTS SCORING ABOVE THE STATE REFERENCE POINT GRADE 3 PUPIL EVALUATION PROGRAM TEST IN READING

NEW YORK STATE

1984-85 TO 1988-89

Community Type	School Year				
	1984-85	1985-86	1986-87	1987-88	1988-89
PUBLIC					
New York City	58%	60%	65%	68%	68%
Large-Size Cities	72	78	76	79	77
Medium-Size Cities	81	83	84	85	85
Small-Size Cities	86	88	88	89	90
Large-Size Central Districts and Village District	91	92	92	93	93
Medium-Size Central Districts	90	91	91	92	92
Small-Size Central Districts	90	90	89	90	92
Total	78%	79%	81%	83%	83%
NONPUBLIC					
New York City	80%	82%	82%	84%	80%
Other Nonpublic	90	91	91	91	91
Total	84%	86%	86%	87%	85%
TOTAL STATE	79%	81%	82%	83%	83%

Source: NYSED Division of Educational Testing.

TABLE 5.1B

PERCENT OF STUDENTS SCORING ABOVE THE STATE REFERENCE POINT GRADE 6 PUPIL EVALUATION PROGRAM TEST IN READING

NEW YORK STATE

1984-85 TO 1988-89

Community Type	School Year				
	1984-85	1985-86	1986-87	1987-88	1988-89
PUBLIC					
New York City	59%	63%	65%	65%	71%
Large-Size Cities	71	73	71	75	75
Medium-Size Cities	79	79	81	84	85
Small-Size Cities	85	82	84	86	89
Large-Size Central Districts and Village District	90	89	89	90	92
Medium-Size Central Districts	89	87	88	89	92
Small-Size Central Districts	90	88	89	90	93
Total	78%	79%	79%	80%	84%
NONPUBLIC					
New York City	81%	79%	78%	79%	81%
Other Nonpublic	89	88	87	89	92
Total	85%	83%	82%	83%	86%
TOTAL STATE	80%	80%	80%	81%	84%

Source: NYSED Division of Educational Testing

TABLE 5.1C

PERCENT OF STUDENTS SCORING ABOVE THE STATE REFERENCE POINT GRADE 5 PUPIL EVALUATION PROGRAM TEST IN WRITING

NEW YORK STATE

1984-85 TO 1988-89

Community Type	School Year				
	1984-85	1985-86	1986-87	1987-88	1988-89
PUBLIC					
New York City	81%	78%	82%	82%	85%
Large-Size Cities	82	81	86	90	89
Medium-Size Cities	87	88	92	97	95
Small-Size Cities	88	89	91	93	94
Large-Size Central Districts and Village District	92	91	94	95	96
Medium-Size Central Districts	91	90	91	93	96
Small-Size Central Districts	90	89	92	94	95
Total	87%	86%	89%	90%	92%
NONPUBLIC					
New York City	85%	86%	87%	88%	89%
Other Nonpublic	92	91	92	93	94
Total	88%	88%	89%	90%	91%
TOTAL STATE	87%	86%	89%	90%	92%

Source: NYSED Division of Educational Testing.

TABLE 5.1D

PERCENT OF STUDENTS SCORING ABOVE THE STATE REFERENCE POINT GRADE 3 PUPIL EVALUATION PROGRAM TEST IN MATHEMATICS

NEW YORK STATE

1984-85 TO 1988-89

Community Type	School Year				
	1984-85	1985-86	1986-87	1987-88	1988-89
PUBLIC					
New York City	63%	68%	77%	80%	85%
Large-Size Cities	80	88	89	92	93
Medium-Size Cities	88	92	95	96	97
Small-Size Cities	90	95	96	96	97
Large-Size Central Districts and Village District	94	97	97	98	99
Medium-Size Central Districts	92	97	97	97	98
Small-Size Central Districts	92	95	95	97	98
Total	82%	86%	89%	91%	93%
NONPUBLIC					
New York City	79%	85%	87%	89%	90%
Other Nonpublic	90	94	94	95	96
Total	84%	89%	90%	92%	93%
TOTAL STATE	82%	86%	89%	91%	93%

Source: NYSED Division of Educational Testing.

TABLE 5.1E

PERCENT OF STUDENTS SCORING ABOVE THE STATE REFERENCE POINT GRADE 6 PUPIL EVALUATION PROGRAM TEST IN MATHEMATICS

NEW YORK STATE

1984-85 TO 1988-89

Community Type	School Year				
	1984-85	1985-86	1986-87	1987-88	1988-89
PUBLIC					
New York City	60%	64%	65%	66%	75%
Large-Size Cities	76	81	80	83	84
Medium-Size Cities	83	87	91	92	93
Small-Size Cities	85	89	90	92	94
Large-Size Central Districts and Village District	91	93	94	95	96
Medium-Size Central Districts	90	92	93	93	95
Small-Size Central Districts	90	92	93	95	97
Total	80%	82%	83%	84%	88%
NONPUBLIC					
New York City	78%	84%	85%	86%	89%
Other Nonpublic	88	92	92	93	95
Total	83%	88%	88%	89%	92%
TOTAL STATE	80%	83%	84%	85%	89%

Source: NYSED Division of Educational Testing.

TABLE 5.2

NUMBER TESTED AND PERCENT OF STUDENTS SCORING ABOVE THE STATE REFERENCE POINT ON THE ALTERNATIVE LANGUAGE EDITIONS OF THE GRADES 3 AND 6 PUPIL EVALUATION PROGRAM TESTS IN MATHEMATICS

NEW YORK STATE

MAY 1989

Test And Community Type	Number Tested	Percent Scoring Above State Reference Point
Grade 3 Mathematics		
Public		
New York City	1,480	56%
Rest of State	255	58
Total	1,735	56%
Nonpublic		
New York City	0	0%
Other Nonpublic	1	100
Total	1	100%
TOTAL STATE	1,736	56%
Grade 6 Mathematics		
Public		
New York City	1,407	34%
Rest of State	157	54
Total	1,564	36%
Nonpublic		
New York City	14	71%
Other Nonpublic	4	100
Total	18	78%
TOTAL STATE	1,582	37%

Note: The data provided are for those pupils who took the Chinese, French, Haitian Creole, or Spanish language editions of the grades 3 and 6 mathematics tests in May 1989.

Source: NYSED Division of Educational Testing.

TABLE 5.3

PERCENTILE RANK OF THE MEAN SCORE FOR THE GRADE 6 AND GRADE 8 PROGRAM EVALUATION TESTS IN SOCIAL STUDIES

NEW YORK STATE

MAY 1988 AND MAY 1989

Community Type	Grade 6 Social Studies		Grade 8 Social Studies	
	May 1988	May 1989	May 1988*	May 1989
PUBLIC				
New York City	15% ile	15% ile		12% ile
Large-Size Cities	22	23		16
Medium-Size Cities	34	41		21
Small-Size Cities	46	50		39
Large-Size Central Districts and Village District	70	69		59
Medium-Size Central Districts	60	59		54
Small-Size Central Districts	60	62		54
Total	40% ile	38% ile		33% ile
NONPUBLIC				
New York City	34% ile	32% ile		41% ile
Other Nonpublic	57	62		68
Total	46% ile	42% ile		53% ile
TOTAL STATE	43% ile	39% ile		36% ile

* The grade 8 social studies test was first administered in May 1989.

Source: NYSED Division of Educational Testing.

TABLE 5.4

QUARTILE RANK OF THE MEAN SCORE FOR EACH COMPONENT OF THE GRADE 4 PROGRAM EVALUATION TEST IN SCIENCE

NEW YORK STATE

MAY 1989

Community Type	Quartile Rank		
	Objective Components		Manipulative Skills Component
	Content	Skills	
PUBLIC			
New York City	1	1	1
Large-Size Cities	1	1	1
Medium-Size Cities	2	2	2
Small-Size Cities	2	2	2
Large-Size Central Districts and Village District	3	3	3
Medium-Size Central Districts	3	3	3
Small-Size Central Districts	3	3	3
Total	2	2	2
NONPUBLIC			
New York City	2	2	2
Other Nonpublic	3	3	3
Total	2	2	2
TOTAL STATE	2	2	2

Source: NYSED Division of Educational Testing.

TABLE 5.5A

PERCENT PASSING THE JANUARY ADMINISTRATION OF THE REGENTS COMPETENCY TEST IN READING

NEW YORK STATE

JANUARY 1986 TO JANUARY 1989

Community Type	1986		1987		1988		1989	
	Number Written	Percent Passing	Number Written	Percent Passing	Number Written	Percent Passing	Number Written	Percent Passing
PUBLIC								
New York City	38,154	83%	40,340	83%	40,827	82%	36,311	84%
Large-Size Cities	6,248	86	5,819	88	5,179	89	4,747	90
Medium-Size Cities	1,496	89	1,751	83	1,749	88	1,760	87
Small-Size Cities	6,120	94	6,379	91	6,386	94	5,515	94
Large-Size Central Districts and Village District	29,120	93	27,800	94	27,322	93	23,452	93
Medium-Size Central Districts	5,445	96	5,656	98	5,853	97	5,164	98
Small-Size Central Districts	6,157	99	5,826	99	5,846	99	5,566	98
Total	92,740	89%	93,571	89%	93,162	89%	82,515	90%
NONPUBLIC								
New York City	5,023	94%	5,317	95%	4,991	93%	4,844	94%
Other Nonpublic	3,339	95	3,258	94	3,355	95	2,931	95
Total	8,362	95%	8,575	95%	8,346	94%	7,775	95%
TOTAL STATE	101,102	90%	102,146	90%	101,508	89%	90,290	90%

Source: NYSED Division of Educational Testing.

TABLE 5.5B

PERCENT PASSING THE JANUARY ADMINISTRATION OF THE REGENTS COMPETENCY TEST IN WRITING

NEW YORK STATE

JANUARY 1986 TO JANUARY 1989

Community Type	1986		1987		1988		1989	
	Number Written	Percent Passing	Number Written	Percent Passing	Number Written	Percent Passing	Number Written	Percent Passing
PUBLIC								
New York City	40,050	77%	42,354	69%	43,553	71%	37,616	71%
Large-Size Cities	6,461	85	6,212	85	5,989	87	4,934	88
Medium-Size Cities	1,704	82	1,806	80	1,821	82	1,791	83
Small-Size Cities	6,281	85	6,724	83	6,933	84	5,697	89
Large-Size Central Districts and Village District	30,521	89	28,825	88	29,583	88	25,104	90
Medium-Size Central Districts	5,693	91	5,927	92	6,402	90	5,509	95
Small-Size Central Districts	6,214	94	5,905	93	6,129	92	5,649	95
Total	96,924	84%	97,753	80%	100,410	81%	86,300	82%
NONPUBLIC								
New York City	5,011	92%	4,448	90%	4,922	89%	4,836	92%
Other Nonpublic	3,380	92	3,486	93	3,554	86	2,848	93
Total	8,391	92%	7,934	91%	8,476	88%	7,684	92%
TOTAL STATE	105,315	85%	105,687	80%	108,886	81%	93,984	83%

Source: NYSED Division of Educational Testing.

TABLE 5.5C

PERCENT PASSING THE JANUARY ADMINISTRATION OF THE REGENTS COMPETENCY TEST IN MATHEMATICS

NEW YORK STATE

JANUARY 1986 TO JANUARY 1989

Community Type	1986		1987		1988		1989	
	Number Written	Percent Passing	Number Written	Percent Passing	Number Written	Percent Passing	Number Written	Percent Passing
PUBLIC								
New York City	45,483	54%	61,197	59%	53,628	65%	50,126	56%
Large-Size Cities	5,093	64	5,136	69	4,786	73	4,174	68
Medium-Size Cities	2,566	74	2,238	73	2,171	81	2,279	76
Small-Size Cities	6,861	77	6,602	79	5,684	86	5,628	82
Large-Size Central Districts and Village District	31,428	82	27,200	82	25,102	88	25,311	84
Medium-Size Central Districts	4,623	87	4,548	86	4,175	92	4,337	89
Small-Size Central Districts	4,651	90	4,369	90	4,115	93	3,750	90
Total	100,705	69%	111,290	69%	99,661	75%	95,605	69%
NONPUBLIC								
New York City	6,050	74%	5,048	71%	5,375	79%	5,479	76%
Other Nonpublic	3,057	78	3,079	78	2,973	83	2,825	79
Total	9,107	75%	8,127	74%	8,348	80%	8,304	77%
TOTAL STATE	109,812	69%	119,417	69%	108,009	75%	103,909	70%

Source: NYSED Division of Educational Testing.

TABLE 5.6

NUMBER OF PAPERS WRITTEN AND PERCENT OF STUDENTS PASSING THE JUNE ADMINISTRATION OF THE REGENTS COMPETENCY TEST IN SCIENCE AND THE REGENTS COMPETENCY TEST IN UNITED STATES HISTORY AND GOVERNMENT

NEW YORK STATE

JUNE 1988 AND JUNE 1989

Community Type	Science				United States History and Government	
	1988		1989		1989	
	Number Written	Percent Passing	Number Written	Percent Passing	Number Written	Percent Passing
PUBLIC						
New York City	31,665	67%	41,271	50%	12,576	78%
Large-Size Cities	4,038	75	4,123	58	2,998	85
Medium-Size Cities	1,966	78	2,347	64	1,477	80
Small-Size Cities	5,444	86	5,473	77	4,394	87
Large-Size Central Districts and Village District	26,527	90	27,469	80	22,825	90
Medium-Size Central Districts	4,307	91	4,256	85	4,277	91
Small-Size Central Districts	4,045	94	3,750	89	3,933	92
Total	77,992	80%	88,689	65%	52,480	86%
NONPUBLIC						
New York City	7,858	88%	8,135	76%	4,463	89%
Other Nonpublic	2,939	91	3,489	78	2,534	91
Total	10,797	88%	11,624	77%	6,997	90%
TOTAL STATE	88,789	81%	100,313	67%	59,477	87%

Source: NYSED Division of Educational Testing.

TABLE 5.7

NUMBER TESTED AND PERCENT OF STUDENTS PASSING THE NATIVE LANGUAGE WRITING TEST

NEW YORK STATE

JUNE 1989

Community Type	Number Tested	Percent Passing
PUBLIC		
New York City	2,168	80%
Rest of State	671	85
Total	2,839	81%
NONPUBLIC		
New York City	39	92%
Other Nonpublic	33	94
Total	72	93%
TOTAL STATE	2,911	82%

Note: The data are for those pupils who took one of the twenty-nine editions of the Native Language Writing Test.

Source: NYSED Division of Educational Testing.

TABLE 5.8

NUMBER TESTED AND THE PERCENT OF STUDENTS PASSING THE ALTERNATIVE LANGUAGE EDITION OF THE REGENTS COMPETENCY TESTS IN MATHEMATICS, SCIENCE, AND UNITED STATES HISTORY AND GOVERNMENT

NEW YORK STATE

JUNE 1989

Community Type	Mathematics		Science		United States History and Government	
	Number Written	Percent Passing	Number Written	Percent Passing	Number Written	Percent Passing
PUBLIC						
New York City	3,435	43%	1,1007	36%	589	63%
Rest of State	507	42	118	31	113	60
Total	3,942	43%	1,125	35%	702	62%
Nonpublic						
New York City	29	59%	1	0%	1	100%
Rest of State	2	50	30	60	1	100
Total	31	58%	31	58%	2	100%
TOTAL STATE	3,973	43%	1,156	36%	704	63%

Note: The data provided are for those students who took one of the 29 alternative language editions of the Regents Competency Test in Mathematics and/or one of the six alternative language editions of the Regents Competency Test in Science or Regents Competency Test in United States History and Government.

Source: NYSED Division of Educational Testing.

TABLE 5.9

PERCENT PASSING OF THE NUMBER TESTED ON JUNE REGENTS EXAMINATIONS

1987 THROUGH 1989

Regent Exam	1987	1988	1989
English			
Comprehensive English	84.4%	83.9%	85.4%
Foreign Languages			
Comprehensive French	92.7	92.2	91.9
Comprehensive German	91.9	90.4	93.5
Comprehensive Hebrew	96.2	93.7	93.6
Comprehensive Italian	89.2	90.8	93.1
Comprehensive Latin	96.2	94.5	94.1
Comprehensive Spanish	91.3	93.4	91.8
Mathematics			
Eleventh year mathematics	78.6	77.9	67.8
Sequential mathematics, course I	81.2	72.0	75.8
Sequential mathematics, course II	80.0	83.3	84.3
Sequential mathematics, course III	77.5	78.9	80.0
Science			
Biology	80.2	76.2	82.7
Chemistry (cancelled June 1989)			
Earth sciene	79.0	81.8	83.4
Physics	82.4	82.9	85.7
Social Studies			
Global Studies	-	-	76.1
United States History and Government	-	73.8	81.9
Totals	-	80.2%	82.3%

TABLE 5.10A

PERCENT OF THE AVERAGE GRADE ENROLLMENT TESTED AND THE PERCENT OF STUDENTS PASSING THE REGENTS COMPREHENSIVE EXAMINATION IN ENGLISH

NEW YORK STATE

JUNE 1978, 1983, 1988, AND 1989

Community Type	PERCENT							
	June 1978		June 1983		June 1988		June 1989	
	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing
PUBLIC								
New York City	*	72.9%	*	69.3%	36.1%	66.2%	32.2%	68.2%
Large-Size Cities	*	*	*	75.2	53.7	72.5	48.4	68.4
Medium-Size Cities	*	*	*	81.7	46.5	92.0	45.8	92.5
Small-Size Cities	*	*	*	88.0	64.9	82.8	62.2	86.4
Large-Size Central Districts and Village District	*	*	*	88.5	68.7	89.1	65.9	90.6
Medium-Size Central Districts	*	*	*	88.2	64.7	87.4	59.0	88.3
Small-Size Central Districts	*	*	*	85.7	56.1	87.8	55.9	88.6
Total	*	80.5%	*	84.1%	56.0%	83.1%	52.5%	84.8%
NONPUBLIC								
New York City	*	86.7%	*	88.2%	61.0%	87.3%	53.8%	87.8%
Other Nonpublic	*	87.6	*	93.2	70.4	92.4	64.2	92.7
Total	*	87.2%	*	90.9%	65.1%	89.7%	58.3%	90.1%
TOTAL STATE	*	81.3%	*	85.0%	57.0%	83.9%	53.2%	85.4%

* The data are not available.

Source: NYSED, Division of Education Testing.

TABLE 5.10B

PERCENT OF THE AVERAGE GRADE ENROLLMENT TESTED AND THE PERCENT OF STUDENTS PASSING THE REGENTS COMPREHENSIVE EXAMINATION IN FRENCH

NEW YORK STATE

JUNE 1978, 1983, 1988, AND 1989

Community Type	PERCENT							
	June 1978		June 1983		June 1988		June 1989	
	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing
PUBLIC								
New York City	*	86.8%	*	87.3%	6.2%	91.3%	6.0%	90.0%
Large-Size Cities	*	*	*	85.3	10.5	84.9	9.3	79.3
Medium-Size Cities	*	*	*	92.3	10.9	87.1	13.5	82.5
Small-Size Cities	*	*	*	92.4	18.3	91.6	18.5	90.7
Large-Size Central Districts and Village District	*	*	*	93.5	15.6	93.6	16.2	94.1
Medium-Size Central Districts	*	*	*	89.1	19.7	91.9	18.7	90.2
Small-Size Central Districts	*	*	*	90.4	17.7	89.7	18.9	91.4
Total	*	91.5%	*	91.7%	12.9%	92.2%	13.0%	91.9%
NONPUBLIC								
New York City	*	91.1%	*	87.2%	9.2%	92.8%	9.1%	90.4%
Other Nonpublic	*	90.5	*	89.4	19.1	92.7	17.3	93.7
Total	*	90.7%	*	88.4%	13.5%	92.8%	12.6%	92.3%
TOTAL STATE	*	91.4%	*	91.2%	12.9%	92.2%	13.0%	91.9%

* The data are not available.

Source: NYSED, Division of Education Testing.

TABLE 5.10C

PERCENT OF THE AVERAGE GRADE ENROLLMENT TESTED AND THE PERCENT OF STUDENTS PASSING THE REGENTS COMPREHENSIVE EXAMINATION IN SPANISH

NEW YORK STATE

JUNE 1978, 1983, 1988, AND 1989

Community Type	PERCENT							
	June 1978		June 1983		June 1988		June 1989	
	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing
PUBLIC								
New York City	*	92.8%	*	91.7%	22.3%	94.3%	24.2%	92.5%
Large-Size Cities	*	*	*	87.5	18.9	88.6	18.8	83.8
Medium-Size Cities	*	*	*	85.4	16.8	86.8	18.3	83.7
Small-Size Cities	*	*	*	91.2	29.4	91.8	28.9	88.9
Large-Size Central Districts and Village District	*	*	*	93.6	31.0	94.7	33.0	93.3
Medium-Size Central Districts	*	*	*	92.5	22.9	94.2	24.8	91.5
Small-Size Central Districts	*	*	*	90.7	23.0	91.9	23.2	91.0
Total	*	94.0%	*	92.6%	26.4%	93.9%	27.9%	92.2%
NONPUBLIC								
New York City	*	94.5%	*	90.3%	34.7%	91.4%	33.0%	88.7%
Other Nonpublic	*	93.0	*	89.9	37.9	89.8	37.2	90.9
Total	*	93.9%	*	90.1%	36.1%	90.7%	34.8%	89.7%
TOTAL STATE	*	94.0%	*	92.1%	27.5%	93.4%	28.7%	91.8%

* The data are not available.

Source: NYSED, Division of Education Testing.

TABLE 5.10D

PERCENT OF THE AVERAGE GRADE ENROLLMENT TESTED AND THE PERCENT OF STUDENTS PASSING THE REGENTS EXAMINATION IN NINTH YEAR MATHEMATICS OR SEQUENTIAL MATHEMATICS, COURSE I

NEW YORK STATE

JUNE 1978, 1983, 1988, AND 1989

Community Type	PERCENT							
	June 1978		June 1983		June 1988		June 1989	
	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing
PUBLIC								
New York City	*	70.4%	*	62.5%	48.3%	54.5%	45.2%	62.3%
Large-Size Cities	*	*	*	65.0	65.2	49.2	63.6	48.6
Medium-Size Cities	*	*	*	73.6	50.8	66.2	52.2	71.9
Small-Size Cities	*	*	*	82.9	60.3	74.9	66.0	77.8
Large-Size Central Districts and Village District	*	*	*	85.6	65.6	81.1	69.1	83.7
Medium-Size Central Districts	*	*	*	85.9	64.0	79.0	64.2	81.1
Small-Size Central Districts	*	*	*	84.3	64.6	78.2	69.0	80.4
Total	*	80.7%	*	77.8%	59.2%	71.7%	60.2%	76.0%
NONPUBLIC								
New York City	*	75.9%	*	76.5%	66.5%	71.0%	68.4%	69.9%
Other Nonpublic	*	81.7	*	82.4	77.7	77.3	77.8	80.2
Total	*	78.8%	*	79.2%	71.4%	73.9%	72.4%	74.6%
TOTAL STATE	*	80.4%	*	78.0%	60.6%	72.0%	61.6%	75.8%

* The data are not available.

Note: June 1978 and June 1983 data are for the Regents examination in ninth year mathematics. June 1988 and June 1989 data are for the Regents examination in sequential mathematics, Course I.

Source: NYSED, Division of Education Testing.

TABLE 5.10E
PERCENT OF THE AVERAGE GRADE ENROLLMENT TESTED AND THE PERCENT OF STUDENTS PASSING THE REGENTS EXAMINATION IN TENTH YEAR MATHEMATICS OR SEQUENTIAL MATHEMATICS, COURSE II

NEW YORK STATE

JUNE 1978, 1983, 1988, AND 1989

Community Type	PERCENT							
	June 1978		June 1983		June 1988		June 1989	
	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing
PUBLIC								
New York City	*	76.4%	*	66.4%	31.0%	79.8%	28.0%	78.5%
Large-Size Cities	*	*	*	63.8	45.7	69.6	42.1	65.4
Medium-Size Cities	*	*	*	67.2	43.3	77.7	41.1	79.8
Small-Size Cities	*	*	*	75.2	51.0	83.1	54.0	85.7
Large-Size Central Districts and Village District	*	*	*	80.3	58.3	86.6	57.6	87.9
Medium-Size Central Districts	*	*	*	78.1	54.7	84.8	53.5	87.1
Small-Size Central Districts	*	*	*	78.4	53.4	83.9	52.7	84.2
Total	*	81.1%	*	76.4%	47.7%	83.8%	46.2%	84.7%
NONPUBLIC								
New York City	*	75.0%	*	68.5%	58.9%	78.6%	57.7%	79.1%
Other Nonpublic	*	80.4	*	76.2	62.5	83.3	63.9	85.4
Total	*	77.7%	*	72.0%	60.5%	80.8%	60.3%	82.0%
TOTAL STATE	*	80.6%	*	75.6%	49.2%	83.3%	47.8%	84.3%

* The data are not available.

Note: June 1978 and June 1983 data are for the Regents examination in tenth year mathematics. June 1988 and June 1989 data are for the Regents examination in sequential mathematics, Course II.

Source: NYSED Division of Education Testing.

TABLE 5.10F

PERCENT OF THE AVERAGE GRADE ENROLLMENT TESTED AND THE PERCENT OF STUDENTS PASSING THE REGENTS EXAMINATION IN ELEVENTH YEAR MATHEMATICS OR SEQUENTIAL MATHEMATICS, COURSE III

NEW YORK STATE

JUNE 1978, 1983, 1988, AND 1989

Community Type	PERCENT							
	June 1978		June 1983		June 1988		June 1989	
	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing
PUBLIC								
New York City	*	67.2%	*	76.5%	20.3%	78.3%	20.6%	76.3%
Large-Size Cities	*	*	*	73.7	28.8	61.0	29.6	63.7
Medium-Size Cities	*	*	*	77.0	29.2	72.4	35.6	71.6
Small-Size Cities	*	*	*	83.5	38.4	77.1	39.7	79.1
Large-Size Central Districts and Village District	*	*	*	85.5	42.7	82.8	46.1	84.0
Medium-Size Central Districts	*	*	*	83.0	39.8	80.4	43.1	82.4
Small-Size Central Districts	*	*	*	79.5	36.6	77.7	39.9	77.6
Total	*	72.8%	*	82.9%	33.8%	80.1%	35.9%	80.8%
NONPUBLIC								
New York City	*	62.1%	*	72.4%	45.7%	71.9%	45.3%	74.9%
Other Nonpublic	*	65.2	*	81.3	50.9	74.2	51.0	76.4
Total	*	63.6%	*	76.4%	48.0%	73.0%	47.7%	75.6%
TOTAL STATE	*	71.4%	*	81.7%	35.5%	78.9%	37.3%	80.0%

* The data are not available.

Note: June 1978 and June 1983 data are for the Regents examination in eleventh year mathematics. June 1988 and June 1989 data are for the Regents examination in sequential mathematics, Course III.

Source: NYSED Division of Education Testing.

TABLE 5.10G

PERCENT OF THE AVERAGE GRADE ENROLLMENT TESTED AND THE PERCENT OF STUDENTS PASSING THE REGENTS EXAMINATION IN BIOLOGY

NEW YORK STATE

JUNE 1978, 1983, 1988, AND 1989

Community Type	PERCENT							
	June 1978		June 1983		June 1988		June 1989	
	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing
PUBLIC								
New York City	*	64.0%	*	59.9%	35.5%	54.7%	34.1%	64.7%
Large-Size Cities	*	*	*	69.4	35.9	62.3	35.5	69.7
Medium-Size Cities	*	*	*	78.5	42.9	81.3	48.1	81.3
Small-Size Cities	*	*	*	89.0	53.9	82.6	56.2	86.1
Large-Size Central Districts and Village District	*	*	*	87.0	59.9	84.3	60.5	89.9
Medium-Size Central Districts	*	*	*	85.7	55.9	83.2	54.1	89.6
Small-Size Central Districts	*	*	*	82.1	53.1	83.3	53.2	89.1
Total	*	81.2%	*	80.2%	49.7%	76.5%	49.6%	83.1%
NONPUBLIC								
New York City	*	80.4%	*	78.4%	66.1%	69.9%	61.6%	75.3%
Other Nonpublic	*	82.9	*	85.1	70.3	79.2	68.8	85.7
Total	*	81.6%	*	81.6%	67.9%	74.1%	64.7%	80.0%
TOTAL STATE	*	81.2%	*	80.4%	51.8%	76.2%	51.3%	82.7%

* The data are not available.

Source: NYSED, Division of Education Testing.

TABLE 5.10H

PERCENT OF THE AVERAGE GRADE ENROLLMENT TESTED AND THE PERCENT OF STUDENTS PASSING THE REGENTS EXAMINATION IN CHEMISTRY

NEW YORK STATE

JUNE 1978, 1983, 1988, AND 1989

Community Type	PERCENT							
	June 1978		June 1983		June 1988		June 1989 **	
	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing
PUBLIC								
New York City	*	73.5%	*	66.9%	22.9%	68.1%		
Large-Size Cities	*	*	*	67.1	26.1	63.9		
Medium-Size Cities	*	*	*	82.6	31.1	80.0		
Small-Size Cities	*	*	*	85.6	39.7	84.5		
Large-Size Central Districts and Village District	*	*	*	87.3	44.3	87.4		
Medium-Size Central Districts	*	*	*	85.9	41.8	84.9		
Small-Size Central Districts	*	*	*	82.9	41.5	81.3		
Total	*	84.3%	*	82.9%	35.8%	81.8%		
NONPUBLIC								
New York City	*	77.0%	*	76.9%	46.2%	76.5%		
Other Nonpublic	*	83.8	*	82.3	57.4	78.4		
Total	*	80.4%	*	79.5%	51.1%	77.4%		
TOTAL STATE	*	83.8%	*	82.3%	37.6%	81.1%		

* The data are not available.
** The Regents examination in chemistry was cancelled.

Source: NYSED, Division of Education Testing.

TABLE 5.10I

PERCENT OF THE AVERAGE GRADE ENROLLMENT TESTED AND THE PERCENT OF STUDENTS PASSING THE REGENTS EXAMINATION IN EARTH SCIENCE

NEW YORK STATE

JUNE 1978, 1983, 1988, AND 1989

Community Type	PERCENT							
	June 1978		June 1983		June 1988		June 1989	
	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing
PUBLIC								
New York City	*	63.9%	*	53.3%	12.5%	65.6%	12.4%	67.5%
Large-Size Cities	*	*	*	70.4	26.9	63.2	31.3	66.3
Medium-Size Cities	*	*	*	77.3	24.1	74.4	24.9	76.0
Small-Size Cities	*	*	*	84.0	50.5	82.3	53.3	82.6
Large-Size Central Districts and Village District	*	*	*	88.3	52.1	86.5	56.5	87.8
Medium-Size Central Districts	*	*	*	85.6	54.0	82.5	56.2	84.6
Small-Size Central Districts	*	*	*	82.4	53.8	83.0	56.8	84.1
Total	*	81.7%	*	83.0%	37.9%	82.4%	40.2%	84.6%
NONPUBLIC								
New York City	*	60.8%	*	73.7%	14.5%	78.3%	17.2%	74.3%
Other Nonpublic	*	78.6	*	75.4	50.8	75.3	51.4	77.7
Total	*	73.6%	*	74.7%	30.4%	76.1%	31.8%	76.7%
TOTAL STATE	*	81.3%	*	82.5%	37.0%	81.8%	39.2%	83.4%

* The data are not available.

Source: NYSED, Division of Education Testing.

TABLE 5.10J

PERCENT OF THE AVERAGE GRADE ENROLLMENT TESTED AND THE PERCENT OF STUDENTS PASSING THE REGENTS EXAMINATION IN PHYSICS

NEW YORK STATE

JUNE 1978, 1983, 1988, AND 1989

Community Type	PERCENT							
	June 1978		June 1983		June 1988**		June 1989	
	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing
PUBLIC								
New York City	*	81.9%	*	69.3%	7.6%	65.7%	13.9%	75.6%
Large-Size Cities	*	*	*	67.4	5.1	79.3	15.7	66.0
Medium-Size Cities	*	*	*	78.3	13.6	84.7	17.8	81.2
Small-Size Cities	*	*	*	85.8	14.8	89.0	20.3	90.3
Large-Size Central Districts and Village District	*	*	*	85.9	18.5	89.4	24.8	91.5
Medium-Size Central Districts	*	*	*	87.0	18.4	88.6	21.9	90.9
Small-Size Central Districts	*	*	*	81.7	19.5	86.9	21.6	89.4
Total	*	88.7%	*	82.5%	14.1%	84.8%	20.1%	86.7%
NONPUBLIC								
New York City	*	82.3%	*	74.0%	15.7%	77.3%	20.6%	73.8%
Other Nonpublic	*	86.7	*	76.7	21.4	80.9	25.0	84.5
Total	*	84.6%	*	75.4%	18.2%	79.1%	22.5%	78.9%
TOTAL STATE	*	88.3%	*	81.7%	14.6%	84.0%	20.4%	85.7%

* The data are not available.

** Two State-approved syllabi for physics were used during this year and separate examinations were given based on the syllabi. The data reported there are based on the examination covering the revised syllabus.

Source: NYSED, Division of Education Testing.

TABLE 5.10K

PERCENT OF THE AVERAGE GRADE ENROLLMENT TESTED AND THE PERCENT OF STUDENTS PASSING THE REGENTS EXAMINATION IN GLOBAL STUDIES*

NEW YORK STATE

JUNE 1989

Community Type	% of Avg. Enr. Tested	Percent Passing
PUBLIC		
New York City	41.6%	56.7%
Large-Size Cities	44.7	61.0
Medium-Size Cities	45.2	65.6
Small-Size Cities	63.9	78.7
Large-Size Central Districts and Village District	65.6	82.8
Medium-Size Central Districts	61.4	81.5
Small-Size Central Districts	56.5	78.9
Total	55.7%	74.8%
NONPUBLIC		
New York City	61.1%	81.7%
Other Nonpublic	71.8	87.4
Total	65.7%	84.4%
TOTAL STATE	56.8%	76.1%

* First administered in June 1989.

Source: NYSED, Division of Education Testing.

TABLE 5.10L

PERCENT OF THE AVERAGE GRADE ENROLLMENT TESTED AND THE PERCENT OF STUDENTS PASSING THE REGENTS COMPREHENSIVE EXAMINATION IN SOCIAL STUDIES OR THE REGENTS EXAMINATION IN UNITED STATES HISTORY AND GOVERNMENT

NEW YORK STATE

JUNE 1978, 1983, 1988, AND 1989

Community Type	Percent							
	June 1978		June 1983		June 1988		June 1989	
	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing
PUBLIC								
New York City	*	81.2%	*	51.8%	41.1%	52.4%	28.3%	61.4%
Large-Size Cities	*	*	*	58.0	51.4	59.2	43.7	66.6
Medium-Size Cities	*	*	*	62.7	45.4	75.4	41.9	81.7
Small-Size Cities	*	*	*	81.2	62.2	76.0	61.2	83.4
Large-Size Central Districts and Village District	*	*	*	82.0	68.4	80.4	64.6	87.1
Medium-Size Central Districts	*	*	*	81.4	61.6	80.0	55.5	86.0
Small-Size Central Districts	*	*	*	80.0	57.5	78.4	54.7	85.7
Total	*	86.9%	*	76.2%	57.0%	72.6%	50.1%	81.1%
NONPUBLIC								
New York City	*	90.0%	*	77.7%	67.8%	78.5%	61.1%	84.8%
Other Nonpublic	*	94.2	*	88.2	75.9	84.6	68.6	88.5
Total	*	92.0%	*	82.6%	71.3%	81.3%	64.3%	86.5%
TOTAL STATE	*	87.6%	*	77.3%	58.7%	73.8%	51.7%	81.9%

* The data are not available.

Note: In June 1978 and June 1983, pupils took the Regents Comprehensive Examination in Social Studies. In June 1988 and June 1989, Pupils took the Regents Examination in United States History and Government.

Source: NYSED Division of Education Testing.

TABLE 5.11

NUMBER TESTED AND PERCENT OF STUDENTS PASSING THE SPANISH LANGUAGE EDITION OF THE REGENTS EXAMINATION IN SEQUENTIAL MATHEMATICS, COURSE I

NEW YORK STATE

JUNE 1989

Community Type	Number Tested	Percent Passing
PUBLIC		
New York City	444	38%
Rest of State	54	26
Total	498	37%
NONPUBLIC		
New York City	0	0 %
Other Nonpublic	0	0
Total	0	0 %
TOTAL STATE	498	37%

Source: NYSED Division of Educational Testing.

TABLE 5.12A

TOTAL NUMBER OF SECONDARY SCHOOLS* AND PERCENT THAT OFFER REGENTS EXAMINATIONS

NEW YORK STATE

1986-87 to 1988-89

Community Type	1986-87		1987-88		1988-89	
	Number of Schools	% Offering Regents Exams	Number of Schools	% Offering Regents Exams	Number of Schools	% Offering Regents Exams
PUBLIC						
New York City	126	85%	133	84%	134	84%
Large-Size Cities	40	95	42	88	39	82
Medium-Size Cities	17	82	15	73	14	64
Small-Size Cities	52	100	52	100	52	100
Large-Size Central Districts and Village Districts	319	99	317	100	315	99
Medium-Size Central Districts	105	98	104	100	104	100
Small-Size Central Districts	212	96	209	99	210	98
Total	871	95%	872	96%	868	95%
NONPUBLIC						
New York City	229	52%	226	51%	220	51%
Other Nonpublic	358	34	343	38	334	36
Total	587	41%	569	43%	554	42%
TOTAL STATE	1,458	74%	1,441	75%	1,422	75%

* Secondary school is any school with a 9th grade or higher.

Source: NYSED Division of Educational Testing.

TABLE 5.12B

TOTAL NUMBER OF SECONDARY SCHOOLS* AND PERCENT AWARDING REGENTS DIPLOMAS

NEW YORK STATE

1986-87 to 1988-89

Community Type	1986-87		1987-88		1988-89	
	Number of Schools	% Awarding Regents Diplomas	Number of Schools	% Awarding Regents Diplomas	Number of Schools	% Awarding Regents Diplomas
PUBLIC						
New York City	126	80%	133	80%	134	77%
Large-Size Cities	40	70	42	69	39	69
Medium-Size Cities	17	76	15	60	14	71
Small-Size Cities	52	98	52	100	52	98
Large-Size Central Districts and Village Districts	319	96	317	97	315	97
Medium-Size Central Districts	105	97	104	100	104	100
Small-Size Central Districts	212	93	209	95	210	94
Total	871	91%	872	92%	868	91%
NONPUBLIC						
New York City	229	42%	226	47%	220	42%
Other Nonpublic	358	28	343	31	334	27
Total	587	34%	569	37%	554	33%
TOTAL STATE	1,458	68%	1,441	71%	1,422	69%

* Secondary school is any school with a 9th grade or higher.

Source: NYSED Division of Educational Testing.

TABLE 5.13

PERCENT OF HIGH SCHOOL GRADUATES RECEIVING REGENTS DIPLOMAS

NEW YORK STATE

1986-87 TO 1988-89

Community Type	School Year		
	1986-87	1987-88	1988-89
PUBLIC			
New York City	37%	37%	23%
Large-Size Cities	32	33	20
Medium-Size Cities	34	36	28
Small-Size Cities	49	49	40
Large-Size Central Districts and Village District	53	55	42
Medium-Size Central Districts	49	52	40
Small-Size Central Districts	49	49	36
Total	48%	49%	36%
NONPUBLIC			
New York City	46%	44%	26%
Other Nonpublic	50	49	37
Total	48%	46%	31%
TOTAL STATE	48%	49%	35%

Source: NYSED Division of Educational Testing.

TABLE 5.14

NUMBER OF STUDENTS WITH HANDICAPPING CONDITIONS TESTED AND THE PERCENT PASSING THE PUPIL EVALUATION PROGRAM TESTS

NEW YORK STATE

1985-86 TO 1988-89

Pupil Evaluation Program Test	1985-86		1986-87		1987-88		1988-89	
	Number Written	Percent Passing	Number Written	Percent Passing	Number Written	Percent Passing	Number Written	Percent Passing
Grade 3 Reading	14,712	30.7%	15,218	30.7%	15,806	32.4%	16,674	33.2%
Grade 3 Mathematics	14,466	43.5	15,010	48.0	15,674	51.6	16,390	57.0
Grade 5 Writing	15,630	40.6	15,836	45.5	16,831	49.9	17,242	59.3
Grade 6 Reading	17,598	23.1	18,100	23.8	18,567	25.7	19,300	29.0
Grade 6 Mathematics	17,418	27.9	17,732	30.1	18,212	31.9	18,818	37.5

TABLE 5.15

NUMBER OF STUDENTS WITH HANDICAPPING CONDITIONS TESTED AND THE PERCENT PASSING MAJOR ADMINISTRATIONS OF THE REGENTS COMPETENCY TEST

NEW YORK STATE

1986 TO 1989

Regents Competency Test	1986		1987		1988		1989	
	Number Written	Percent Passing	Number Written	Percent Passing	Number Written	Percent Passing	Number Written	Percent Passing
RCT Mathematics	16,402	36.0%	17,194	41.4%	15,584	45.9%	15,367	40.0%
RCT Science	*	*	*	*	8,218	50.6	11,811	41.0
RCT Reading	10,529	50.0	9,104	58.3	9,861	58.9	9,653	60.1
RCT Writing	6,188	68.4	5,820	67.9	**	**	6,503	75.2

* First administered in 1988.
** Data are not available.

Source: NYSED Division of Educational Testing.

TABLE 5.16

COMPARISON OF NEW YORK STATE AND NATIONAL AVERAGES ON COLLEGE BOARD ACHIEVEMENT TESTS

COLLEGE-BOUND SENIORS

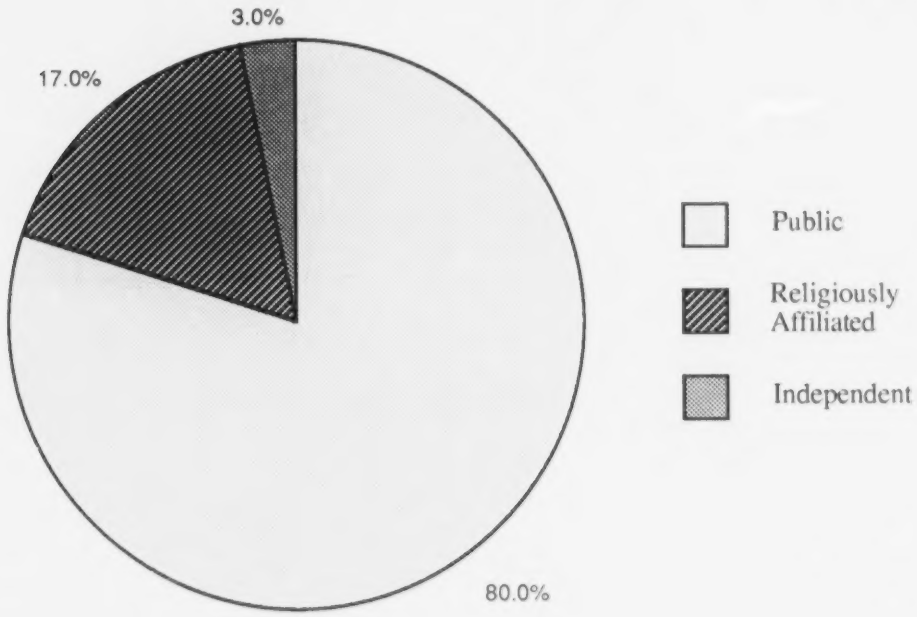
1989

Achievement Test	Average Score			Number Written in New York State
	New York State	National	Difference	
English Composition	526	523	+3	22,792
Mathematics Level 1	576	548	+28	19,298
Biology	588	561	+27	11,420
Chemistry	594	576	+18	5,638
American History	562	534	+28	5,398
Mathematics Level 2	674	666	+8	4,070
Spanish	560	546	+14	3,100
French	565	549	+16	2,246
Physics	603	596	+7	2,233
Literature	539	528	+11	2,094
European History	565	547	+18	710
Latin	571	562	+9	340
German	593	572	+21	267
Hebrew	648	637	+11	186
All Tests Combined	557	546	+11	28,074

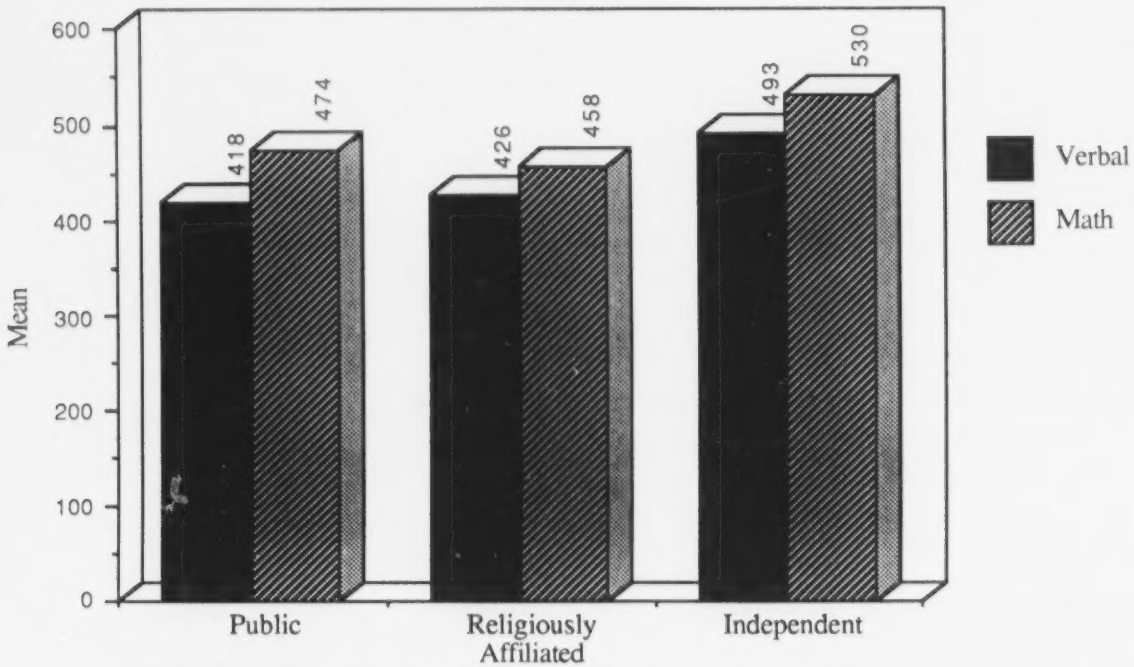
Note: This table includes achievement tests written by college-bound seniors throughout their high school careers. The tests are listed in order of numbers written in New York State in 1989.

Source: NYSED, Division of Educational Testing.

FIGURE 5.2
PERCENT OF SAT TAKERS BY TYPE OF HIGH SCHOOL*
NEW YORK STATE
1989



MEAN SCORE OF SAT TAKERS BY TYPE OF HIGH SCHOOL*
NEW YORK STATE
1989



* Classification used by the College Board.

Source: NYSED Division of Educational Testing.

TABLE 5.17A

PERCENT OF STUDENTS SCORING ABOVE THE STATE REFERENCE POINT ON THE GRADE 3 PUPIL EVALUATION PROGRAM TEST IN READING BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

MAY 1989

Community Type	Minority Composition of School				
	0 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
PUBLIC					
New York City	90%	86%	84%	76%	61%
Large-Size Cities	78	78	79	76	73
Medium-Size Cities	87	81	84	77	91
Small-Size Cities	90	89	87	81	87
Large-Size Central Districts and Village District	94	93	88	84	83
Medium-Size Central Districts	92	94	*	*	86
Small-Size Central Districts	91	92	*	98	100
Total	93%	88%	83%	77%	62%
NONPUBLIC					
New York City	85%	87%	83%	82%	71%
Other Nonpublic	92	89	80	82	76
Total	89%	88%	82%	82%	72%
TOTAL STATE	92%	88%	83%	78%	63%

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian, and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No schools with this minority composition.

Source: NYSED Division of Educational Testing.

TABLE 5.17B

PERCENT OF STUDENTS SCORING ABOVE THE STATE REFERENCE POINT ON THE GRADE 6 PUPIL EVALUATION PROGRAM TEST IN READING BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

MAY 1989

Community Type	Minority Composition of School				
	0 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
PUBLIC					
New York City	87%	87%	83%	77%	65%
Large-Size Cities	*	73	80	72	67
Medium-Size Cities	88	81	85	82	87
Small-Size Cities	91	82	85	89	*
Large-Size Central Districts and Village District	93	89	88	85	84
Medium-Size Central Districts	92	97	94	*	66
Small-Size Central Districts	93	95	*	90	100
Total	92%	85%	83%	78%	66%
NONPUBLIC					
New York City	83%	90%	86%	85%	74%
Other Nonpublic	93	88	86	82	74
Total	89%	90%	86%	85%	74%
TOTAL STATE	92%	86%	83%	79%	67%

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian, and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No schools with this minority composition.

Source: NYSED Division of Educational Testing.

TABLE 5.17C

PERCENT OF STUDENTS SCORING ABOVE THE STATE REFERENCE POINT ON THE GRADE 5 PUPIL EVALUATION PROGRAM TEST IN WRITING BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

MAY 1989

Community Type	Minority Composition of School				
	0 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
PUBLIC					
New York City	96%	92%	93%	91%	81%
Large-Size Cities	93	95	91	86	83
Medium-Size Cities	96	93	98	91	97
Small-Size Cities	95	95	86	95	90
Large-Size Central Districts and Village District	97	96	92	90	90
Medium-Size Central Districts	96	98	*	*	91
Small-Size Central Districts	95	96	*	98	100
Total	96%	94%	92%	90%	81%
NONPUBLIC					
New York City	91%	93%	92%	91%	83%
Other Nonpublic	95	94	93	94	87
Total	93%	93%	93%	91%	83%
TOTAL STATE	96%	94%	92%	90%	82%

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian, and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No schools with this minority composition.

Source: NYSED Division of Educational Testing.

TABLE 5.17D

PERCENT OF STUDENTS SCORING ABOVE THE STATE REFERENCE POINT ON THE GRADE 3 PUPIL EVALUATION PROGRAM TEST IN MATHEMATICS BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

MAY 1989

Community Type	Minority Composition of School				
	0 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
PUBLIC					
New York City	97%	94%	95%	91%	81%
Large-Size Cities	92	93	93	91	93
Medium-Size Cities	97	96	96	94	99
Small-Size Cities	98	97	96	92	95
Large-Size Central Districts and Village District	99	98	97	96	96
Medium-Size Central Districts	98	100	*	*	95
Small-Size Central Districts	98	95	*	100	100
Total	99%	96%	95%	92%	82%
NONPUBLIC					
New York City	93%	92%	90%	91%	85%
Other Nonpublic	97	95	93	85	86
Total	95%	93%	91%	90%	85%
TOTAL STATE	98%	96%	94%	92%	83%

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian, and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No schools with this minority composition..

Source: NYSED Division of Educational Testing.

TABLE 5.17E

PERCENT OF STUDENTS SCORING ABOVE THE STATE REFERENCE POINT ON THE GRADE 6 PUPIL EVALUATION PROGRAM TEST IN MATHEMATICS BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

MAY 1989

Community Type	Minority Composition of School				
	0 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
PUBLIC					
New York City	91%	90%	86%	83%	70%
Large-Size Cities	*	82	89	81	78
Medium-Size Cities	95	92	90	91	93
Small-Size Cities	95	91	91	89	*
Large-Size Central Districts and Village District	97	94	90	90	94
Medium-Size Central Districts	95	99	98	*	62
Small-Size Central Districts	97	98	*	98	100
Total	96%	91%	88%	84%	70%
NONPUBLIC					
New York City	92%	94%	91%	90%	82%
Other Nonpublic	96	94	89	89	84
Total	95%	94%	91%	90%	82%
TOTAL STATE	96%	92%	88%	85%	72%

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian, and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No schools with this minority composition.

Source: NYSED Division of Educational Testing.

TABLE 5.18A

PERCENT OF STUDENTS PASSING THE REGENTS COMPETENCY TEST IN READING BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

MAY 1989

Community Type	Minority Composition of School				
	0 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
PUBLIC					
New York City	94%	92%	88%	86%	80%
Large-Size Cities	*	90	90	89	92
Medium-Size Cities	92	88	82	*	79
Small-Size Cities	95	92	87	88	*
Large-Size Central Districts and Village District	95	85	87	89	84
Medium-Size Central Districts	98	93	*	*	81
Small-Size Central Districts	92	100	85	96	100
Total	96%	90%	88%	87%	81%
NONPUBLIC					
New York City	95%	96%	95%	95%	93%
Other Nonpublic	98	95	96	67	75
Total	97%	95%	95%	91%	92%
TOTAL STATE	96%	91%	89%	87%	81%

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian, and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No high schools with this minority composition.

Source: NYSED Division of Educational Testing.

TABLE 5.18B

PERCENT OF STUDENTS PASSING THE REGENTS COMPETENCY TEST IN WRITING BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

MAY 1989

Community Type	Minority Composition of School				
	0 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
PUBLIC					
New York City	85%	83%	77%	76%	65%
Large-Size Cities	*	88	85	92	89
Medium-Size Cities	86	90	84	*	65
Small-Size Cities	88	92	92	68	*
Large-Size Central Districts and Village District	91	83	82	80	78
Medium-Size Central Districts	95	92	*	*	82
Small-Size Central Districts	95	99	93	100	63
Total	92%	86%	79%	79%	66%
NONPUBLIC					
New York City	92%	94%	95%	94%	86%
Other Nonpublic	96	93	90	64	57
Total	95%	94%	94%	90%	85%
TOTAL STATE	92%	88%	80%	80%	67%

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian, and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No high schools with this minority composition.

Source: NYSED Division of Educational Testing.

TABLE 5.18C

PERCENT OF STUDENTS PASSING THE REGENTS COMPETENCY TEST IN UNITED STATES HISTORY & GOVERNMENT BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

JUNE 1989

Community Type	Minority Composition of School				
	0 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
PUBLIC					
New York City	92%	84%	80%	83%	75%
Large-Size Cities	*	75	87	86	72
Medium-Size Cities	90	83	71	*	59
Small-Size Cities	88	83	88	83	*
Large-Size Central Districts and Village District	91	84	78	85	73
Medium-Size Central Districts	92	92	*	*	78
Small-Size Central Districts	92	85	90	80	100
Total	91%	83%	81%	84%	75%
NONPUBLIC					
New York City	88%	92%	93%	92%	85%
Other Nonpublic	95	95	87	33	51
Total	93%	93%	92%	87%	83%
TOTAL STATE	91%	87%	83%	84%	76%

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian, and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No high schools with this minority composition.

Source: NYSED Division of Educational Testing.

TABLE 5.18D

PERCENT OF STUDENTS PASSING THE REGENTS COMPETENCY TEST IN MATHEMATICS BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

JUNE 1989

Community Type	Minority Composition of School				
	0 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
PUBLIC					
New York City	57%	71%	66%	60%	52%
Large-Size Cities	*	80	70	68	49
Medium-Size Cities	82	74	75	*	70
Small-Size Cities	84	72	81	63	50
Large-Size Central Districts and Village District	88	73	76	66	58
Medium-Size Central Districts	89	96	*	*	68
Small-Size Central Districts	90	93	50	87	100
Total	87%	73%	68%	62%	52%
NONPUBLIC					
New York City	81%	79%	77%	77%	73%
Other Nonpublic	88	76	55	56	41
Total	86%	78%	75%	73%	70%
TOTAL STATE	87%	75%	69%	63%	53%

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian, and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No high schools with this minority composition.

Source: NYSED Division of Educational Testing.

TABLE 5.18E

PERCENT OF STUDENTS PASSING THE REGENTS COMPETENCY TEST IN SCIENCE BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

JUNE 1989

Community Type	Minority Composition of School				
	0 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
PUBLIC					
New York City	68%	64%	59%	57%	45%
Large-Size Cities	*	66	60	56	41
Medium-Size Cities	74	64	60	*	51
Small-Size Cities	78	73	78	*	38
Large-Size Central Districts and Village District	84	66	64	68	50
Medium-Size Central Districts	85	89	*	*	56
Small-Size Central Districts	89	100	84	62	100
Total	83%	66%	61%	58%	45%
NONPUBLIC					
New York City	81%	76%	77%	74%	71%
Other Nonpublic	82	80	46	60	41
Total	82%	77%	76%	71%	70%
TOTAL STATE	83%	69%	62%	60%	47%

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian, and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No high schools with this minority composition.

Source: NYSED Division of Educational Testing.

TABLE 5.19A

PERCENT OF THE AVERAGE ENROLLMENT TESTED AND THE PERCENT OF STUDENTS PASSING THE REGENTS COMPREHENSIVE EXAMINATION IN ENGLISH BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

JUNE 1989

Community Type	Minority Composition of School									
	0 to 20%		21 to 40%		41 to 60%		61 to 80%		81 to 100%	
	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing
PUBLIC										
New York City	66%	90%	47%	77%	44%	77%	35%	67%	24%	59%
Large-Size Cities	*	*	83	72	52	67	31	68	28	51
Medium-Size Cities	50	95	38	93	51	91	*	*	41	87
Small-Size Cities	62	87	70	78	62	92	38	66	*	*
Large-Size Central Districts and Village District	67	91	59	88	69	79	41	89	44	78
Medium-Size Central Districts	61	88	46	94	*	*	*	*	23	57
Small-Size Central Districts	56	89	43	89	50	26	80	84	*	*
Total	65%	91%	58%	83%	49%	77%	35%	69%	25%	61%
NONPUBLIC										
New York City	63%	90%	47%	92%	70%	87%	26%	94%	48%	73%
Other Nonpublic	69	93	47	88	25	91	*	*	*	*
Total	67%	92%	47%	91%	68%	87%	26%	94%	48%	73%
TOTAL STATE	65%	91%	54%	85%	51%	78%	34%	71%	26%	62%

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No schools with this minority composition.

Source: NYSED Division of Education Testing.

TABLE 5.19B

PERCENT OF THE AVERAGE ENROLLMENT TESTED AND THE PERCENT OF STUDENTS PASSING THE REGENTS COMPREHENSIVE EXAMINATION IN FRENCH BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

JUNE 1989

Community Type	Minority Composition of School									
	0 to 20%		21 to 40%		41 to 60%		61 to 80%		81 to 100%	
	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing
PUBLIC										
New York City	8%	100%	5%	97%	10%	94%	6%	88%	4%	86%
Large-Size Cities	*	*	26	77	7	86	5	73	3	88
Medium-Size Cities	16	88	13	64	17	91	*	*	4	76
Small-Size Cities	20	91	15	87	11	96	6	27	*	*
Large-Size Central Districts and Village District	17	94	12	93	10	89	7	89	13	92
Medium-Size Central Districts	19	91	13	54	*	*	*	*	3	50
Small-Size Central Districts	19	91	14	92	*	*	24	100	*	*
Total	18%	93%	13%	85%	10%	93%	6%	85%	4%	86%
NONPUBLIC										
New York City	8%	94%	14%	96%	9%	92%	8%	71%	6%	70%
Other Nonpublic	19	94	8	93	6	80	*	*	*	*
Total	15%	94%	12%	95%	9%	92%	8%	71%	6%	70%
TOTAL STATE	17%	93%	13%	88%	10%	92%	6%	84%	4%	85%

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No schools with this minority composition.

Source: NYSED Division of Education Testing.

TABLE 5.19C

PERCENT OF THE AVERAGE ENROLLMENT TESTED AND THE PERCENT OF STUDENTS PASSING THE REGENTS COMPREHENSIVE EXAMINATION IN SPANISH BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

JUNE 1989

Community Type	Minority Composition of School									
	0 to 20%		21 to 40%		41 to 60%		61 to 80%		81 to 100%	
	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing
PUBLIC										
New York City	40%	94%	16%	93%	35%	95%	27%	91%	18%	91%
Large-Size Cities	*	*	31	78	19	89	14	83	9	46
Medium-Size Cities	23	84	11	71	20	90	*	*	19	84
Small-Size Cities	28	89	37	87	29	90	20	69	*	*
Large-Size Central Districts and Village District	33	94	33	92	36	88	26	87	21	86
Medium-Size Central Districts	26	92	18	58	*	*	*	*	9	73
Small-Size Central Districts	24	91	11	100	*	*	39	76	*	*
Total	31%	93%	27%	88%	32%	93%	24%	90%	18%	91%
NONPUBLIC										
New York City	27%	86%	35%	97%	30%	94%	33%	79%	46%	82%
Other Nonpublic	40	91	28	88	21	47	*	*	*	*
Total	35%	90%	34%	95%	30%	93%	33%	79%	46%	82%
TOTAL STATE	31%	92%	29%	91%	32%	93%	25%	89%	20%	90%

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No schools with this minority composition.

Source: NYSED Division of Education Testing.

TABLE 5.19D

PERCENT OF THE AVERAGE ENROLLMENT TESTED AND THE PERCENT OF STUDENTS PASSING THE REGENTS COMPREHENSIVE EXAMINATION IN SEQUENTIAL MATHEMATICS, COURSE I BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

JUNE 1989

Community Type	Minority Composition of School									
	0 to 20%		21 to 40%		41 to 60%		61 to 80%		81 to 100%	
	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing
PUBLIC										
New York City	44%	76%	97%	68%	44%	69%	46%	59%	35%	54%
Large-Size Cities	*	*	71	60	60	44	56	46	45	30
Medium-Size Cities	48	68	39	67	41	70	*	*	40	55
Small-Size Cities	62	78	51	61	69	68	44	62	*	*
Large-Size Central Districts and Village District	64	83	70	81	57	83	62	73	39	38
Medium-Size Central Districts	64	81	72	87	*	*	*	*	30	84
Small-Size Central Districts	69	81	43	89	47	33	72	49	*	*
Total	64%	82%	69%	72%	49%	66%	48%	57%	35%	53%
NONPUBLIC										
New York City	81%	74%	64%	69%	68%	69%	43%	64%	39%	53%
Other Nonpublic	74	80	54	70	30	78	6	50	*	*
Total	77%	78%	61%	69%	66%	69%	39%	63%	39%	53%
TOTAL STATE	65%	81%	66%	71%	50%	67%	48%	58%	35%	53%

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No schools with this minority composition.

Source: NYSED Division of Education Testing.

TABLE 5.19E

PERCENT OF THE AVERAGE ENROLLMENT TESTED AND THE PERCENT OF STUDENTS PASSING THE REGENTS COMPREHENSIVE EXAMINATION IN SEQUENTIAL MATHEMATICS, COURSE II BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

JUNE 1989

Community Type	Minority Composition of School									
	0 to 20%		21 to 40%		41 to 60%		61 to 80%		81 to 100%	
	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing
PUBLIC										
New York City	48%	81%	42%	76%	43%	87%	30%	75%	19%	72%
Large-Size Cities	*	*	68	76	46	60	28	69	14	35
Medium-Size Cities	47	82	35	73	43	82	*	*	33	80
Small-Size Cities	55	87	56	78	44	93	44	69	*	*
Large-Size Central Districts and Village District	59	89	51	84	43	84	37	82	33	57
Medium-Size Central Districts	55	87	57	81	*	*	*	*	20	85
Small-Size Central Districts	54	84	31	81	21	50	41	68	*	*
Total	58%	88%	50%	80%	44%	82%	30%	74%	20%	71%
NONPUBLIC										
New York City	74%	85%	58%	82%	60%	74%	35%	62%	31%	57%
Other Nonpublic	69	87	45	68	43	55	*	*	*	*
Total	71%	86%	55%	79%	59%	73%	35%	62%	31%	57%
TOTAL STATE	59%	88%	51%	80%	45%	81%	30%	73%	20%	70%

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No schools with this minority composition.

Source: NYSED Division of Education Testing.

TABLE 5.19F

PERCENT OF THE AVERAGE ENROLLMENT TESTED AND THE PERCENT OF STUDENTS PASSING THE REGENTS COMPREHENSIVE EXAMINATION IN SEQUENTIAL MATHEMATICS, COURSE III BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

JUNE 1989

Community Type	Minority Composition of School									
	0 to 20%		21 to 40%		41 to 60%		61 to 80%		81 to 100%	
	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing
PUBLIC										
New York City	32%	85%	26%	77%	38%	84%	21%	75%	13%	67%
Large-Size Cities	*	*	65	67	29	59	18	70	6	38
Medium-Size Cities	44	68	30	76	37	74	*	*	25	70
Small-Size Cities	40	81	41	64	32	75	21	65	*	*
Large-Size Central Districts and Village District	48	85	38	81	35	78	25	80	22	55
Medium-Size Central Districts	44	83	78	61	*	*	*	*	7	89
Small-Size Central Districts	41	78	26	77	*	*	39	62	*	*
Total	46%	83%	39%	74%	36%	79%	21%	74%	13%	67%
NONPUBLIC										
New York City	56%	81%	53%	77%	37%	76%	29%	57%	26%	47%
Other Nonpublic	56	78	31	60	27	29	*	*	*	*
Total	56%	79%	47%	74%	36%	75%	29%	57%	26%	47%
TOTAL STATE	47%	83%	42%	74%	36%	79%	21%	72%	14%	65%

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No schools with this minority composition.

Source: NYSED Division of Education Testing.

TABLE 5.19G

PERCENT OF THE AVERAGE ENROLLMENT TESTED AND THE PERCENT OF STUDENTS PASSING THE REGENTS COMPREHENSIVE EXAMINATION IN BIOLOGY BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

JUNE 1989

Community Type	Minority Composition of School									
	0 to 20%		21 to 40%		41 to 60%		61 to 80%		81 to 100%	
	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing
PUBLIC										
New York City	91%	65%	51%	70%	53%	75%	40%	58%	22%	58%
Large-Size Cities	*	*	61	83	35	66	26	63	13	35
Medium-Size Cities	49	83	40	85	60	74	*	*	30	84
Small-Size Cities	58	87	49	80	50	87	33	86	*	*
Large-Size Central Districts and Village District	62	90	55	88	42	83	35	77	28	80
Medium-Size Central Districts	56	90	49	92	*	*	*	*	16	15
Small-Size Central Districts	54	89	45	74	*	*	37	95	*	*
Total	61%	89%	52%	83%	49%	75%	37%	60%	23%	59%
NONPUBLIC										
New York City	85%	79%	53%	79%	48%	80%	42%	57%	47%	56%
Other Nonpublic	75	87	43	75	54	73	*	*	*	*
Total	79%	84%	51%	78%	49%	80%	42%	57%	47%	56%
TOTAL STATE	63%	89%	52%	81%	49%	76%	37%	60%	24%	58%

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No schools with this minority composition.

Source: NYSED Division of Education Testing.

TABLE 5.19H

PERCENT OF THE AVERAGE ENROLLMENT TESTED AND THE PERCENT OF STUDENTS PASSING THE REGENTS COMPREHENSIVE EXAMINATION IN EARTH SCIENCE BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

JUNE 1989

Community Type	Minority Composition of School									
	0 to 20%		21 to 40%		41 to 60%		61 to 80%		81 to 100%	
	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing
PUBLIC										
New York City	15%	74%	32%	72%	13%	67%	14%	66%	5%	50%
Large-Size Cities	*	*	33	83	37	61	24	67	3	38
Medium-Size Cities	42	80	20	70	10	72	*	*	2	54
Small-Size Cities	54	82	35	85	22	75	26	70	*	*
Large-Size Central Districts and Village District	54	87	68	88	29	80	38	72	16	66
Medium-Size Central Districts	57	86	60	87	*	*	*	*	17	27
Small-Size Central Districts	57	85	43	89	*	*	74	73	*	*
Total	54%	86%	47%	84%	19%	68%	18%	67%	5%	51%
NONPUBLIC										
New York City	19%	72%	27%	83%	12%	59%	9%	73%	4%	39%
Other Nonpublic	54	79	41	66	19	41	*	*	*	*
Total	41%	78%	31%	77%	12%	58%	9%	73%	4%	39%
TOTAL STATE	53%	86%	41%	83%	18%	67%	17%	67%	5%	51%

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No schools with this minority composition.

Source: NYSED Division of Education Testing.

TABLE 5.191

PERCENT OF THE AVERAGE ENROLLMENT TESTED AND THE PERCENT OF STUDENTS PASSING THE REGENTS COMPREHENSIVE EXAMINATION IN PHYSICS BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

JUNE 1989

Community Type	Minority Composition of School									
	0 to 20%		21 to 40%		41 to 60%		61 to 80%		81 to 100%	
	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing
PUBLIC										
New York City	28%	77%	13%	78%	28%	84%	11%	75%	9%	65%
Large-Size Cities	*	*	46	69	13	61	8	72	2	50
Medium-Size Cities	20	88	20	73	19	80	*	*	7	80
Small-Size Cities	22	91	14	89	16	84	8	94	*	*
Large-Size Central Districts and Village District	26	92	21	90	20	87	11	87	13	51
Medium-Size Central Districts	23	91	24	76	*	*	*	*	2	*
Small-Size Central Districts	22	89	30	92	*	*	15	88	*	*
Total	25%	91%	21%	81%	24%	82%	10%	76%	9%	64%
NONPUBLIC										
New York City	22%	74%	31%	79%	19%	84%	10%	51%	8%	27%
Other Nonpublic	27	85	15	81	26	35	*	*	*	*
Total	25%	82%	27%	79%	19%	81%	10%	51%	8%	27%
TOTAL STATE	25%	90%	23%	80%	24%	82%	10%	74%	9%	62%

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No schools with this minority composition.

Source: NYSED Division of Education Testing.

TABLE 5.19J

PERCENT OF THE AVERAGE ENROLLMENT TESTED AND THE PERCENT OF STUDENTS PASSING THE REGENTS COMPREHENSIVE EXAMINATION IN GLOBAL STUDIES BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

JUNE 1989

Community Type	Minority Composition of School									
	0 to 20%		21 to 40%		41 to 60%		61 to 80%		81 to 100%	
	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing
PUBLIC										
New York City	73%	65%	51%	55%	62%	70%	51%	55%	29%	46%
Large-Size Cities	*	*	85	63	39	61	35	59	37	63
Medium-Size Cities	51	70	41	55	53	67	*	*	28	75
Small-Size Cities	65	80	72	68	37	84	62	79	*	*
Large-Size Central Districts and Village District	68	84	57	76	45	73	37	79	37	64
Medium-Size Central Districts	63	82	54	77	*	*	*	*	30	26
Small-Size Central Districts	57	79	41	59	*	*	76	71	*	*
Total	66%	82%	59%	67%	56%	69%	47%	57%	29%	47%
NONPUBLIC										
New York City	78%	83%	65%	85%	61%	88%	37%	78%	32%	55%
Other Nonpublic	78	89	47	78	63	30	3	100	*	*
Total	78%	87%	60%	83%	61%	85%	33%	78%	32%	55%
TOTAL STATE	67%	83%	60%	73%	56%	71%	46%	58%	29%	48%

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No schools with this minority composition.

Source: NYSED Division of Education Testing.

TABLE 5.19K

PERCENT OF THE AVERAGE ENROLLMENT TESTED AND THE PERCENT OF STUDENTS PASSING THE REGENTS COMPREHENSIVE EXAMINATION IN UNITED STATES HISTORY & GOVERNMENT BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

JUNE 1989

Community Type	Minority Composition of School									
	0 to 20%		21 to 40%		41 to 60%		61 to 80%		81 to 100%	
	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing	% of Avg. Enr. Tested	Percent Passing
PUBLIC										
New York City	63%	69%	65%	51%	43%	75%	35%	60%	18%	50%
Large-Size Cities	*	*	82	65	40	65	34	72	24	65
Medium-Size Cities	47	80	34	82	49	86	*	*	34	75
Small-Size Cities	63	85	64	72	33	92	58	83	*	*
Large-Size Central Districts and Village District	66	88	56	82	62	82	39	78	34	71
Medium-Size Central Districts	57	86	47	96	*	*	*	*	22	36
Small-Size Central Districts	56	86	44	81	8	100	72	90	*	*
Total	64%	87%	59%	72%	45%	76%	36%	64%	18%	52%
NONPUBLIC										
New York City	71%	87%	65%	93%	62%	86%	35%	65%	47%	66%
Other Nonpublic	74	90	47	79	54	48	*	*	*	*
Total	73%	89%	61%	90%	62%	85%	31%	65%	46%	66%
TOTAL STATE	65%	87%	60%	78%	46%	77%	35%	64%	20%	54%

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

* No schools with this minority composition.

Source: NYSED Division of Education Testing.

TABLE 5.20A

AVERAGE PUPIL PARTICIPATION RATE FOR REGENTS SCIENCE EXAMINATIONS IN SECONDARY SCHOOLS BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

JUNE 1989

Community Type	Minority Composition of School				
	0 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
PUBLIC					
New York City	33.2%	23.9%	23.7%	16.2%	9.0%
Large-Size Cities	*	35.0	21.3	14.5	4.5
Medium-Size Cities	27.7	20.0	22.1	*	9.8
Small-Size Cities	33.5	24.4	22.0	16.8	*
Large-Size Central Districts and Village District	35.6	36.0	22.9	20.9	14.2
Medium-Size Central Districts	33.8	33.3	*	*	8.7
Small-Size Central Districts	33.4	29.7	*	31.9	*
Total	34.9%	30.0%	23.1%	16.3%	9.1%
NONPUBLIC					
New York City	31.7%	27.7%	19.8%	15.3%	14.9%
Other Nonpublic	39.1	24.9	24.9	*	*
Total	36.4%	27.0%	20.0%	13.6%	14.4%
TOTAL STATE	35.0%	29.0%	22.8%	16.0%	9.4%

* No high schools with this minority composition..

Participation Rate: Total number of pupils taking mathematics Regents examinations (eleventh year mathematics, sequential mathematics, courses I, II and III) in June 1989 divided by grade 9-12 enrollment.

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian, and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

Source: NYSED Division of Educational Testing.

TABLE 5.20B

AVERAGE PUPIL PARTICIPATION RATE FOR REGENTS MATHEMATICS EXAMINATIONS IN SECONDARY SCHOOLS BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

JUNE 1989

Community Type	Minority Composition of School				
	0 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
PUBLIC					
New York City	31.1%	41.1%	31.3%	24.1%	16.7%
Large-Size Cities	*	51.0	33.8	25.6	16.4
Medium-Size Cities	34.9	25.8	30.7	*	24.6
Small-Size Cities	39.7	37.0	36.3	27.2	*
Large-Size Central Districts and Village District	43.1	39.9	33.9	31.1	23.6
Medium-Size Central Districts	41.0	51.9	*	*	14.1
Small-Size Central Districts	41.3	25.2	17.3	38.5	*
Total	42.1%	39.3%	32.0%	24.9%	17.0%
NONPUBLIC					
New York City	53.9%	43.6%	41.0%	27.0%	24.1%
Other Nonpublic	50.8	32.7	25.2	1.4	*
Total	51.9%	40.8%	40.3%	24.3%	23.4%
TOTAL STATE	43.3%	39.8%	32.8%	24.9%	17.3%

* No high schools with this minority composition..

Participation Rate: Total number of pupils taking mathematics Regents examinations (eleventh year mathematics, sequential mathematics, courses I, II and III) in June 1989 divided by grade 9-12 enrollment.

Minority Composition: Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian, and Alaskan Native students in grades 9-12 divided by total grade 9-12 enrollment.

Source: NYSED Division of Educational Testing.

TABLE 5.21

PERCENT OF HIGH SCHOOL SENIORS RECEIVING LOCAL DIPLOMAS, REGENTS DIPLOMAS, IEP DIPLOMAS AND CERTIFICATES BY RACIAL/ETHNIC GROUP

NEW YORK STATE

JUNE 1989

Community Type and Racial/Ethnic Group	Local Diplomas	Regents Diplomas	IEP Diplomas	Certificates
New York City				
Black	34.5	17.7	45.8	55.4
Hispanic	21.1	10.9	38.2	32.6
Other Minority*	13.2	23.9	1.2	2.6
White	31.2	47.5	14.8	9.4
Large-Size Cities				
Black	41.0	19.7	53.3	41.2
Hispanic	8.2	3.9	10.9	0.0
Other Minority*	2.3	4.3	1.3	0.0
White	48.5	72.1	34.5	58.8
Medium-Size Cities				
Black	25.3	10.0	47.8	50.0
Hispanic	2.6	0.6	2.2	0.0
Other Minority*	2.0	2.1	0.0	0.0
White	70.1	87.3	50.0	50.0
Small-Size Cities				
Black	5.8	1.9	14.6	6.1
Hispanic	2.4	0.9	1.9	6.3
Other Minority*	1.5	2.2	1.9	6.3
White	90.3	95.0	81.6	81.3
Large-Size Central Districts and Village Districts				
Black	4.5	2.1	14.5	0.0
Hispanic	2.5	1.5	6.5	8.7
Other Minority*	2.8	3.3	1.5	8.7
White	90.2	93.1	77.5	82.5
Medium-Size Central Districts				
Black	2.2	0.7	7.1	0.0
Hispanic	0.8	0.7	1.7	0.0
Other Minority*	1.2	1.6	1.7	0.0
White	95.8	97.0	89.5	100.0
Small-Size Central Districts				
Black	1.3	0.8	3.0	0.0
Hispanic	0.5	0.4	0.0	0.0
Other Minority*	1.2	1.2	1.5	0.0
White	97.0	97.6	95.5	100.0
Total				
Black	12.3	4.4	23.4	46.5
Hispanic	6.3	2.6	11.0	26.9
Other Minority*	4.6	5.6	1.5	3.0
White	76.8	87.4	64.1	23.6

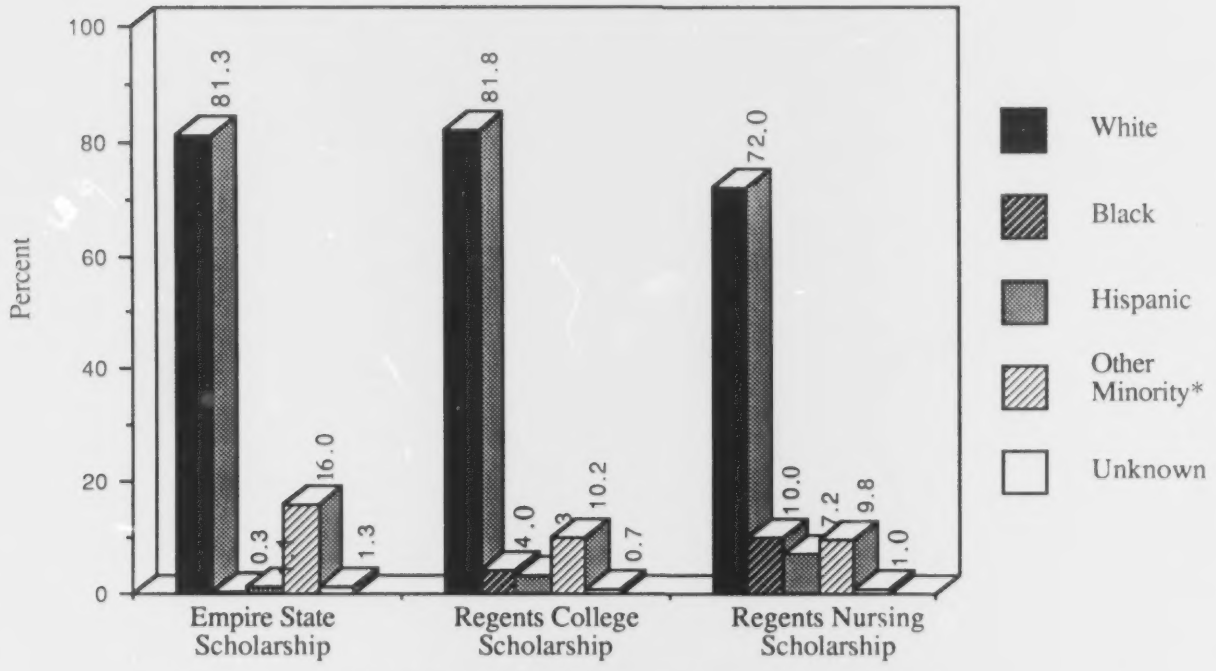
* Includes American Indian, Alaskan Native, Asian and Pacific Islander.

Source: NYSED Division of Educational Testing

FIGURE 5.3

NEW YORK STATE SCHOLARSHIP WINNERS BY RACIAL/ETHNIC GROUP

1989



* Includes American Indian, Alaskan Native, Asian and Pacific Islander.

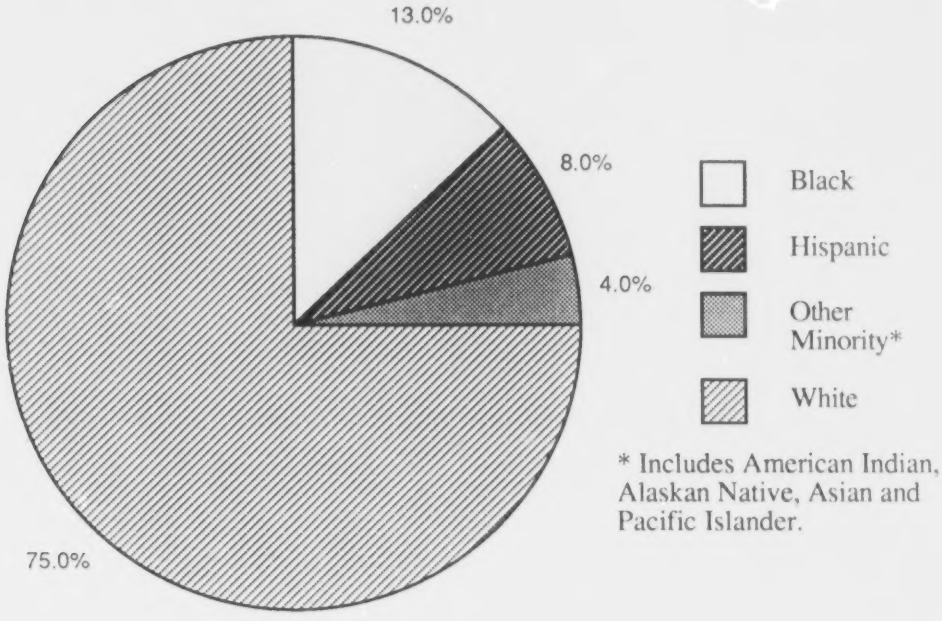
Source: NYSED Division of Educational Testing.

FIGURE 5.4

DISTRIBUTION OF PUBLIC AND NONPUBLIC HIGH SCHOOL SENIORS BY RACIAL/ETHNIC GROUP

NEW YORK STATE

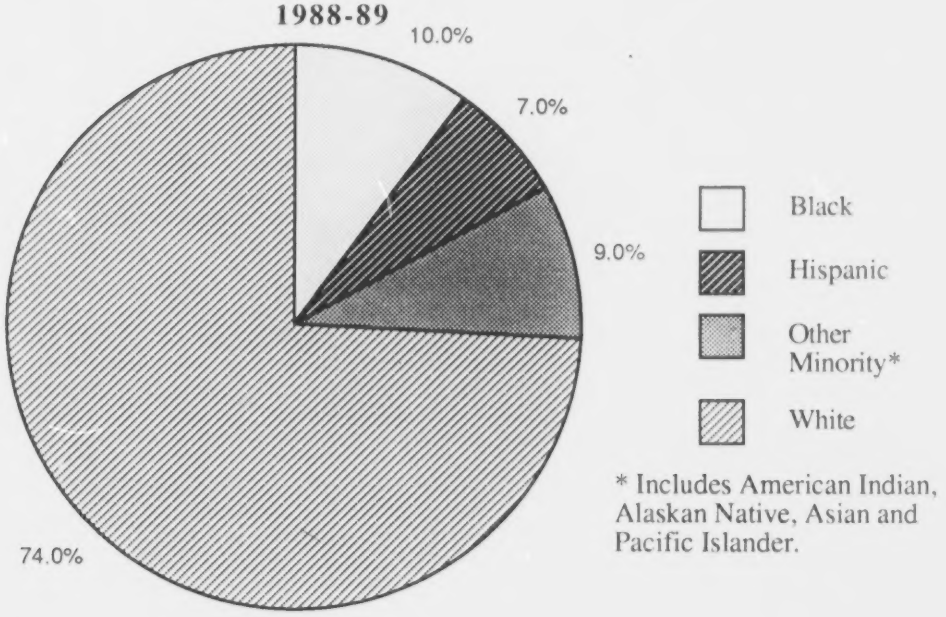
1988-89



DISTRIBUTION OF PUBLIC AND NONPUBLIC HIGH SCHOOL SAT TAKERS BY RACIAL/ETHNIC GROUP

NEW YORK STATE

1988-89



Source: NYSED Division of Educational Testing.

TABLE 5.22

SAT SCORES FOR PUBLIC AND NONPUBLIC HIGH SCHOOL STUDENTS BY RACIAL/ETHNIC GROUP

NEW YORK STATE

1988-89

Racial/Ethnic Group	Number of Takers	Verbal	Math	Combined
Black	11,913	355	385	740
Hispanic	7,868	367	403	770
Other Minority*	10,246	400	499	899
White	83,516	441	491	932
No Response	16,111	**	**	**
TOTAL (All Students)	129,654	419	471	890

* Includes American Indians, Alaskan Natives, Asians and Pacific Islanders

** Not available from The College Board.

Source: NYSED, Division of Educational Testing.

TABLE 5.23A

PERCENT OF MALE AND FEMALE STUDENTS SCORING ABOVE THE STATE REFERENCE POINT ON THE GRADE 3 PUPIL EVALUATION PROGRAM TESTS IN READING AND MATHEMATICS

NEW YORK STATE

1987-88 AND 1988-89

Community Type and Gender	Reading		Mathematics	
	1987-88	1988-89	1987-88	1988-89
PUBLIC				
New York City				
Male	65%	65%	78%	87%
Female	67	67	80	86
Large-Size Cities				
Male	75	71	89	85
Female	77	77	90	85
Medium-Size Cities				
Male	65	73	100	94
Female	80	72	97	95
Small-Size Cities				
Male	88	93	97	97
Female	90	92	96	96
Large-Size Central Districts and Village District				
Male	93	93	98	98
Female	94	93	98	98
Medium-Size Central Districts				
Male	90	92	98	98
Female	90	91	97	97
Small-Size Central Districts				
Male	87	92	94	99
Female	87	91	95	98
Total				
Male	79	78	89	92
Female	81	78	89	91
NONPUBLIC				
New York City				
Male	83%	77%	86%	90%
Female	87	77	87	90
Other Nonpublic				
Male	91	92	96	97
Female	94	94	96	96
Total				
Male	87	84	91	93
Female	91	84	92	93
TOTAL STATE				
Male	80%	78%	89%	92%
Female	82	79	90	91

Source: NYSED Division of Educational Testing

TABLE 5.23B

PERCENT OF MALE AND FEMALE STUDENTS SCORING ABOVE THE STATE REFERENCE POINT ON THE GRADE 5 PUPIL EVALUATION PROGRAM TESTS IN WRITING

NEW YORK STATE

1987-88 AND 1988-89

Community Type and Gender	Writing	
	1987-88	1988-89
PUBLIC		
New York City		
Male	74%	84%
Female	84	90
Large-Size Cities		
Male	85	90
Female	89	95
Medium-Size Cities		
Male	90	91
Female	99	93
Small-Size Cities		
Male	90	95
Female	95	97
Large-Size Central Districts and Village District		
Male	92	95
Female	97	98
Medium-Size Central Districts		
Male	89	93
Female	98	97
Small-Size Central Districts		
Male	91	91
Female	98	95
Total		
Male	84	89
Female	91	93
NONPUBLIC		
New York City		
Male	84%	82%
Female	93	92
Other Nonpublic		
Male	88	93
Female	95	98
Total		
Male	86	87
Female	94	95
TOTAL STATE		
Male	85%	88%
Female	92	94

Source: NYSED Division of Educational Testing

TABLE 5.23C

PERCENT OF MALE AND FEMALE STUDENTS SCORING ABOVE THE STATE REFERENCE POINT ON THE GRADE 6 PUPIL EVALUATION PROGRAM TESTS IN READING AND MATHEMATICS

NEW YORK STATE

1987-88 AND 1988-89

Community Type and Gender	Reading		Mathematics	
	1987-88	1988-89	1987-88	1988-89
PUBLIC				
New York City				
Male	63%	70%	65%	73%
Female	67	71	70	75
Large-Size Cities				
Male	73	64	87	66
Female	80	69	83	81
Medium-Size Cities				
Male	76	88	94	91
Female	81	90	96	97
Small-Size Cities				
Male	88	88	94	95
Female	88	87	94	94
Large-Size Central Districts and Village District				
Male	88	92	94	97
Female	91	92	95	97
Medium-Size Central Districts				
Male	86	91	94	96
Female	91	92	93	95
Small-Size Central Districts				
Male	93	91	93	97
Female	91	90	92	95
Total				
Male	77	79	82	83
Female	80	80	84	84
NONPUBLIC				
New York City				
Male	77%	85%	81%	90%
Female	79	87	83	92
Other Nonpublic				
Male	88	89	96	96
Female	94	90	98	96
Total				
Male	82	86	88	92
Female	85	88	89	93
TOTAL STATE				
Male	78%	80%	83%	84%
Female	81	81	85	85

Source: NYSED Division of Educational Testing

TABLE 5.24A

PERCENT OF STUDENTS TESTED AND THE PERCENT OF STUDENTS PASSING THE ENGLISH AND SOCIAL STUDIES REGENTS EXAMINATIONS BY GENDER

NEW YORK STATE

JUNE 1989

Community Type and Gender	Comp. English		Global Studies		U.S. Hist & Gov't	
	Percent Taking	Percent Passing	Percent Taking	Percent Passing	Percent Taking	Percent Passing
PUBLIC						
New York City						
Male	50%	63%	41%	59%	55%	62%
Female	50	66	59	52	45	56
Large-Size Cities						
Male	40	61	44	61	44	77
Female	60	68	56	64	56	69
Medium-Size Cities						
Male	36	93	*	*	53	86
Female	64	88	*	*	47	88
Small-Size Cities						
Male	47	84	49	84	59	90
Female	53	88	51	75	41	82
Large-Size Central Districts and Village Districts						
Male	50	89	49	86	58	86
Female	50	93	51	80	42	81
Medium-Size Central Districts						
Male	48	85	50	89	50	89
Female	52	90	50	80	50	84
Small-Size Central Districts						
Male	54	86	49	81	58	91
Female	46	91	51	73	42	82
Total						
Male	49%	81%	48%	82%	57%	85%
Female	51	85	52	74	43	79
NONPUBLIC						
New York City						
Male	67%	83%	78%	85%	38%	83%
Female	34	88	22	91	62	87
Other Nonpublic						
Male	66	85	61	91	57	87
Female	34	96	39	87	43	82
Total						
Male	66%	84%	72%	86%	51%	86%
Female	34	91	28	89	49	84
TOTAL STATE						
Male	52%	82%	51%	83%	56%	85%
Female	48	86	49	76	44	80

* Data not available.

Source: NYSED Division of Educational Testing

TABLE 5.24B

PERCENT OF STUDENTS TESTED AND THE PERCENT OF STUDENTS PASSING THE FOREIGN LANGUAGE REGENTS EXAMINATIONS BY GENDER

NEW YORK STATE

JUNE 1989

Community Type and Gender	Comprehensive French		Comprehensive Spanish	
	Percent Taking	Percent Passing	Percent Taking	Percent Passing
PUBLIC				
New York City				
Male	40%	94%	37%	92%
Female	60	90	63	92
Large-Size Cities				
Male	52	77	33	77
Female	48	88	67	77
Medium-Size Cities				
Male	26	100	*	*
Female	74	100	*	*
Small-Size Cities				
Male	31	80	53	86
Female	69	93	47	86
Large-Size Central Districts and Village Districts				
Male	37	94	45	92
Female	63	94	55	93
Medium-Size Central Districts				
Male	40	87	44	92
Female	60	91	56	93
Small-Size Central Districts				
Male	39	83	49	85
Female	61	93	51	89
Total				
Male	37%	91%	43%	91%
Female	63	93	57	92
NONPUBLIC				
New York City				
Male	88%	98%	21%	90%
Female	12	100	79	94
Other Nonpublic				
Male	17	93	59	89
Female	83	96	41	94
Total				
Male	49%	97%	50%	89%
Female	51	97	50	94
TOTAL STATE				
Male	38%	92%	45%	90%
Female	62	97	55	90

* Data not available.

Source: NYSED Division of Educational Testing

TABLE 5.24C

PERCENT OF STUDENTS TESTED AND THE PERCENT OF STUDENTS PASSING THE SEQUENTIAL MATHEMATICS REGENTS EXAMINATIONS BY GENDER

NEW YORK STATE

JUNE 1989

Community Type and Gender	Course I		Course II		Course III	
	Percent Taking	Percent Passing	Percent Taking	Percent Passing	Percent Taking	Percent Passing
PUBLIC						
New York City						
Male	45%	61%	51%	81%	58%	74%
Female	55	64	49	84	42	72
Large-Size Cities						
Male	50	48	57	61	48	66
Female	50	52	43	61	52	67
Medium-Size Cities						
Male	*	*	*	*	40	70
Female	*	*	*	*	60	71
Small-Size Cities						
Male	48	78	51	88	53	78
Female	52	82	49	88	47	80
Large-Size Central Districts and Village Districts						
Male	48	86	50	91	51	81
Female	52	88	50	90	49	82
Medium-Size Central Districts						
Male	49	86	44	92	50	79
Female	51	83	56	85	50	86
Small-Size Central Districts						
Male	46	77	44	82	53	74
Female	54	85	56	89	47	82
Total						
Male	47%	78%	49%	87%	52%	78%
Female	53	80	51	88	48	79
NONPUBLIC						
New York City						
Male	4%	60%	27%	74%	27%	53%
Female	96	75	73	86	73	78
Other Nonpublic						
Male	33	81	34	80	55	72
Female	67	84	66	87	45	73
Total						
Male	28%	80%	30%	77%	41%	66%
Female	72	82	70	87	59	76
TOTAL STATE						
Male	46%	78%	47%	86%	51%	77%
Female	54	80	53	87	49	79

* Data not available.

Source: NYSED Division of Educational Testing

TABLE 5.24D

PERCENT OF STUDENTS TESTED AND THE PERCENT OF STUDENTS PASSING THE SCIENCE REGENTS EXAMINATIONS BY GENDER

NEW YORK STATE

JUNE 1989

Community Type and Gender	Biology		Earth Science		Physics	
	Percent Taking	Percent Passing	Percent Taking	Percent Passing	Percent Taking	Percent Passing
PUBLIC						
New York City						
Male	42%	71%	49%	75%	44%	74%
Female	58	64	51	63	56	74
Large-Size Cities						
Male	51	72	34	77	58	77
Female	49	60	66	63	42	48
Medium-Size Cities						
Male	47	91	46	73	58	91
Female	53	78	54	46	42	83
Small-Size Cities						
Male	48	87	46	91	59	93
Female	52	89	54	84	41	96
Large-Size Central Districts and Village Districts						
Male	49	91	49	92	58	94
Female	51	85	51	87	42	92
Medium-Size Central Districts						
Male	45	93	49	91	62	96
Female	55	88	51	82	38	95
Small-Size Central Districts						
Male	51	89	47	88	60	92
Female	49	86	53	83	40	84
Total						
Male	47%	87%	48%	88%	57%	91%
Female	53	81	52	80	43	85
NONPUBLIC						
New York City						
Male	62%	75%	*%	*%	14%	22%
Female	38	71	*	*	86	86
Other Nonpublic						
Male	52	83	34	83	52	82
Female	48	86	66	80	48	80
Total						
Male	59%	78%	28%	83%	46%	79%
Female	41	77	72	74	54	81
TOTAL STATE						
Male	50%	85%	47%	88%	56%	90%
Female	50	80	53	80	44	85

* Data not available.

Source: NYSED Division of Educational Testing

TABLE 5.25

PERCENT OF HIGH SCHOOL SENIORS RECEIVING LOCAL DIPLOMAS, REGENTS DIPLOMAS, IEP DIPLOMAS AND CERTIFICATES BY GENDER

NEW YORK STATE

JUNE 1989

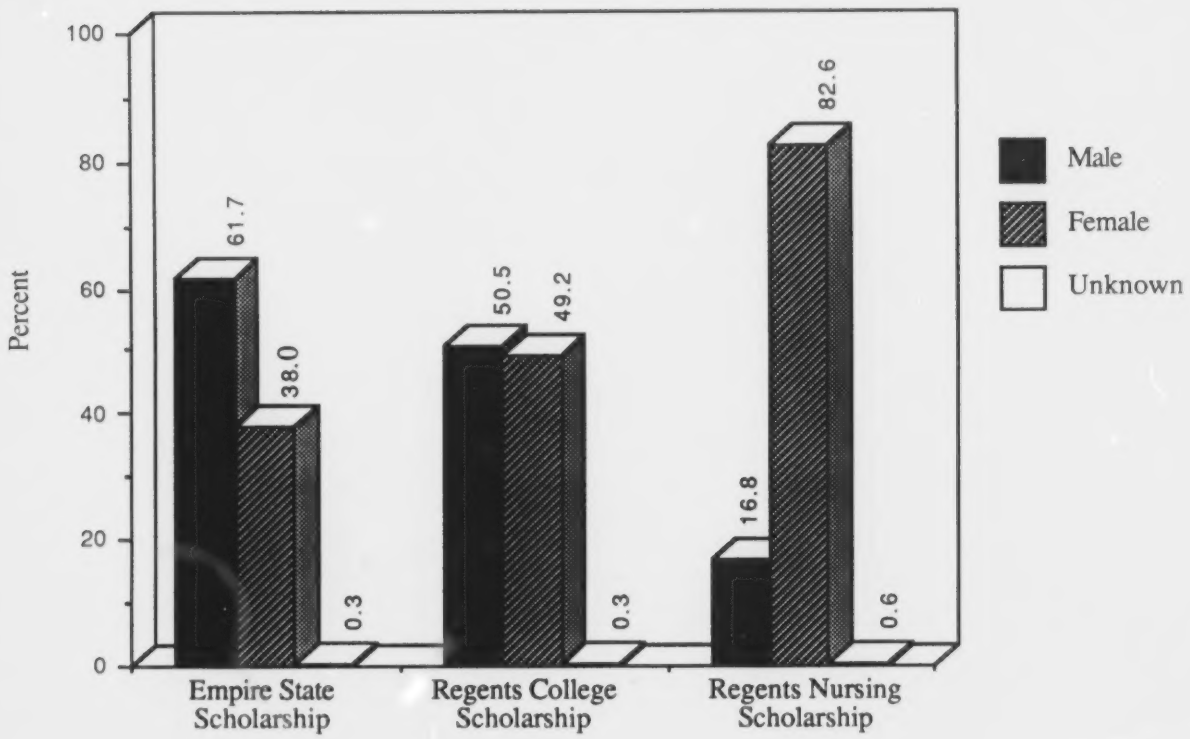
Community Type and Gender	Local Diplomas	Regents Diplomas	IEP Diplomas	Certificates
PUBLIC				
New York City				
Male	44.2%	46.7%	53.3%	69.7%
Female	55.8	53.3	46.7	30.3
Large-Size Cities				
Male	46.5	45.9	58.1	70.6
Female	53.5	54.1	41.9	29.4
Medium-Size Cities				
Male	47.7	45.6	64.7	50.0
Female	52.3	54.4	35.3	50.0
Small-Size Cities				
Male	48.9	46.8	63.1	31.0
Female	51.1	53.2	36.9	69.0
Large-Size Central Districts and Village District				
Male	49.9	47.7	60.1	65.2
Female	50.1	52.3	39.9	34.8
Medium-Size Central Districts				
Male	49.7	45.8	67.2	71.4
Female	50.3	54.2	32.8	28.6
Small-Size Central Districts				
Male	48.9	44.6	64.9	62.5
Female	51.1	55.4	35.1	37.5
Total				
Male	48.4%	47.1%	60.3%	67.2%
Female	51.6	52.9	39.7	32.8
NONPUBLIC				
New York City				
Male	44.7%	37.6%	52.0%	- %
Female	55.3	62.4	48.0	-
Other Nonpublic				
Male	49.5	44.0	57.5	60.0
Female	50.5	56.0	42.5	40.0
Total				
Male	46.9%	41.1%	55.4%	60.0%
Female	53.1	58.9	44.6	40.0
TOTAL STATE				
Male	48.2%	46.3%	60.2%	67.2%
Female	51.8	53.7	39.8	32.8

Source: NYSED Division of Educational Testing

FIGURE 5.5

NEW YORK STATE SCHOLARSHIP WINNERS BY GENDER

1989



Source: NYSED Division of Educational Testing.

TABLE 5.26

SAT SCORES FOR PUBLIC AND NONPUBLIC HIGH SCHOOL STUDENTS BY GENDER

NEW YORK STATE

1977-78, 1982-83, 1987-88 AND 1988-89

Gender and Year	Verbal	Math	Combined
MALE			
1978	435	496	931
1983	428	490	918
1988	428	492	920
1989	428	494	922
FEMALE			
1978	427	447	874
1983	416	444	860
1988	413	448	861
1989	411	449	860
TOTAL-ALL STUDENTS			
1978	431	471	902
1983	422	466	888
1988	420	469	889
1989	419	471	890

Note: These results represent all New York State students who took the SAT, not just those in the scholarship competition.

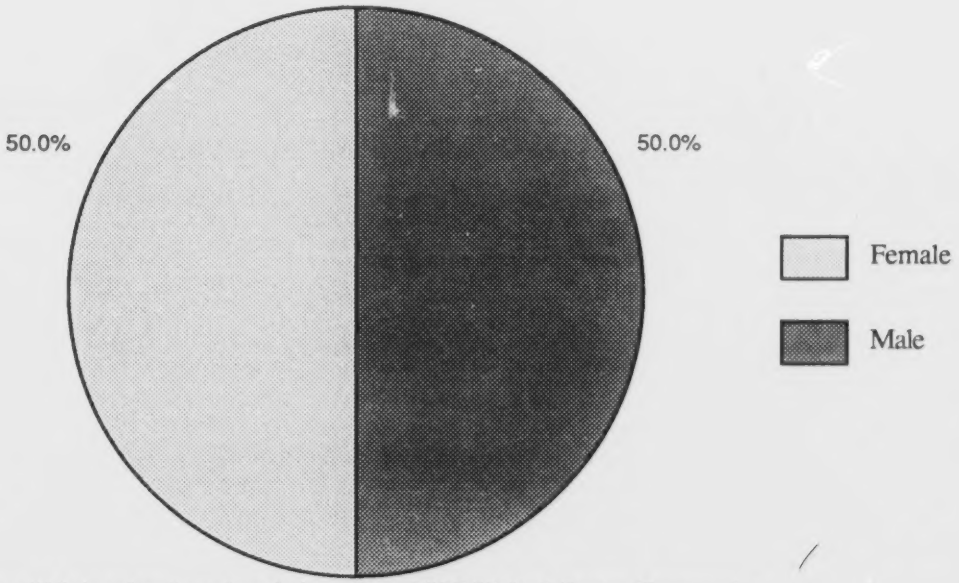
Source: NYSED Division of Educational Testing.

FIGURE 5.6

DISTRIBUTION OF PUBLIC AND NONPUBLIC HIGH SCHOOL SENIORS BY GENDER*

NEW YORK STATE

1988-89

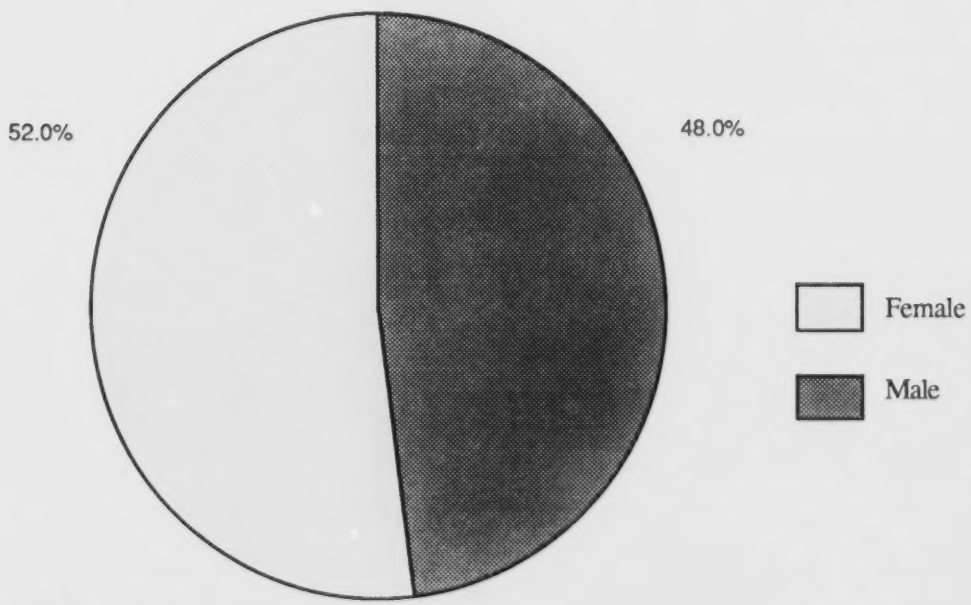


* Gender distribution of high school seniors is based on 1980 United States Census data.

DISTRIBUTION OF PUBLIC AND NONPUBLIC HIGH SCHOOL SENIOR SAT TAKERS BY GENDER

NEW YORK STATE

1988-89



Source: NYSED Division of Educational Testing

CHAPTER 6: ATTENDANCE AND HIGH SCHOOL COMPLETION

While dropping out of school is not a new phenomenon, it has recently captured the attention of educators and the public to an unprecedented degree. Beyond its inherent message of failure for thousands of young people – and for the schools that serve them – school non-completion has become an urgent public policy issue due to the significant amounts of resources recently devoted to special programs for keeping students in school. This public concern is strongly related to the recognition that a high school education provides the minimum skills and knowledge needed by most people to function productively as adults and to compete successfully in the work force. Those young people who do not complete high school are at greatest disadvantage when making the transition from adolescence to adulthood.

There are several explanations for the renewed public urgency about high school completion. Foremost, the economic consequences of dropping out are severe, both in terms of individual and social costs. Dropouts have far higher unemployment rates than high school graduates; when employed, they earn less, are more likely to be in semi-skilled manual jobs, and work at jobs with poorer working conditions.[1] The social and personal costs of not completing high school are also enormous: foregone national income tax revenues; decreased productivity; increased demand for, and reliance on, social services; increased probability of criminal activity; reduced political participation; diminished intergenerational mobility; and poorer levels of health.[2]

Second, the minimum educational requirements of the work place are constantly rising due to expanding international interdependency and competition, the explosive growth of knowledge, and the rapid application of technology. These structural changes in the marketplace are greatly reducing the demand for manual and semi-skilled labor, which have traditionally been the most available employment opportunities for high school dropouts.

Third, contemporary social trends are fostering a greater dependence on education, especially for young women. Delaying marriage, higher divorce rates, greater labor force participation and longer life expectancy are increasing the probability that women will need to be able to support themselves and their children.

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[1]U. S. General Accounting Office, School Dropouts: The Extent and Nature of the Problem, (Washington, D.C.: U. S. General Accounting Office, June 1986), pp. 22-26.

[2]Russell W. Rumberger, "High School Dropouts: A Review of the Issues and Evidence," Review of Educational Research, (Summer 1987), pp. 114-115.

Fourth, although the percentage of Americans who graduate from high school has increased substantially during this century, most of the increase occurred prior to the late 1960s. At the turn of the century, only one in ten children graduated from high school. By 1932, the percentage had increased to three in ten and by 1978, seven out of ten. However, the national graduation rate has shown no appreciable gain since the mid-1960s when the graduation rate was 73 percent.

Fifth, minority youth and children from low-income families – who have traditionally had higher dropout rates than non-minorities and children from more affluent families, represent an increasing proportion of the public school enrollments. Hence, the percentage of students leaving school prior to high school graduation is very likely to increase, unless efforts to promote minority student retention are successful.

Finally, many states, including New York, have initiated school improvement efforts which have raised the expectations for student performance and the requirements for high school graduation. Some educators believe that these enhanced standards may inadvertently induce more marginally performing students to leave school prior to graduation, especially if schools do not undertake focused efforts to help such students meet the new standards.[3]

Educators concur as to the limitations of current data collection and reporting methodologies regarding dropouts. A major obstacle to collecting better data is the lack of a standard definition of who is a dropout. Should all premature school leavers be defined as dropouts? What about students not enrolled in a regular school program who are pursuing formal education through General Equivalency Diploma (GED) classes, alternative night schools, the military, or community colleges?[4] In cases where a standard definition exists, districts may not always know whether a student has transferred to another program or dropped out. A related issue is timing: At what point does a youth's status change from chronic truant to dropout?

Another limitation to collecting accurate data are that some of the data is self-reported (e.g., data from the U.S. Census). The reliability of self-reported data on educational attainment has been questioned due to the stigma of dropping out. Also, districts generally lack the resources to determine whether students who have officially dropped out later pursue other educational programs. Despite the limitations of some current dropout statistics, several important patterns regarding student attendance and retention can be discerned from well-designed national studies such as High School and Beyond. For New York State students, data reported to the State Education Department by local school districts also provides a useful source of information.

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[3]Ibid, p. 102.

[4]In New York State, adults who are not high school graduates may earn a diploma by successfully completing 24 credit hours at a community college.

Who Drops Out?

In 1986, the vast majority of the nation's adolescents were enrolled in high school. As shown in Table 6.1, over 97 percent of this country's 14- and 15-year olds were enrolled in school. The rate does decline noticeably for 16- and 17-year olds (89.5 percent). Enrollment statistics for this age group are undoubtedly influenced by the fact that in many states, 16 years of age is the earliest point a person can leave school legally. A sizable percentage of 18- to 21-year olds were still enrolled in high school nationwide in 1986, indicating that many youth take more than the traditional four years to complete high school. Some Black and Hispanic youth demonstrate a strong perseverance to graduate: approximately one-fifth of Black and Hispanic 18- and 19-year olds as well as almost three percent of 20 and 21 year olds from these minority groups were still enrolled in high school.

Many of the young people between the ages of 14 and 21 who were not enrolled in school during 1986 had not earned a diploma. In that year, there were 3.7 million 18- to 24-year olds who had quit school prior to graduation. Table 6.2 provides nationwide data about high school dropouts by age and race/ethnicity. Hispanic youth are disproportionately represented: about 38 percent of Hispanic 22- to 24-year olds were not enrolled in school and did not have a high school diploma compared to 17 percent of Black and 14 percent of white 22- to 24-year olds.

In his statistical snapshot of American youth,[5] James Wetzel summarized a study by the Census Bureau's Education and Social Stratification Branch which compared the grade-by-grade dropout rates during 1973 to those same rates for 1983:

ANNUAL GRADE BY GRADE DROPOUT RATES
UNITED STATES
1973 and 1983

Grade	1973	1983	Difference
Tenth	5.4%	3.7%	-1.7%age points
Eleventh	6.5	4.5	-2.0
Twelfth	7.1	7.5	+0.4

Source: U.S. Census Bureau, School Enrollment – Social and Economic Characteristics of Student: 1983, Series P-20, Number 413, 1987.

[5]James R. Wetzel, American Youth: A Statistical Snapshot, published by Youth and America's Future: The William T. Grant Commission on Work, Family and Citizenship, Washington, D.C., August 1989, pp. 13-14.

Data in the above table suggest that students who dropped out during 1983 attended high school for a longer period of time than those who dropped out ten years earlier. If so, the 1983 dropouts had a greater exposure to schooling than their predecessors, which should have provided the 1983 dropouts with a stronger academic background if they choose to complete high school at a later date.

In 1980, the U.S. Department of Education's Center for Education Statistics sponsored the High School and Beyond (HS&B) study which surveyed more than 22,500 sophomores nationwide regarding their personal backgrounds, educational aspirations and attitudes toward school. Two years later, this same sample of young people were surveyed again. An analysis of the data from this study indicated that about ten percent of the sampled youth who dropped out of public and nonpublic schools between 1980 and 1982 had returned to school or were in GED programs by 1982. This percentage increased to about 50 percent by 1984. White dropouts and youth from families with higher socioeconomic status were more likely to return to schooling than were minorities or youth from low-income families.

High School and Beyond also confirmed previous findings about the importance of socioeconomic factors in educational attainment.[6] The socioeconomic status and structure of students' families are significant indicators of "educational risk".

Socioeconomic Factors

Among all students surveyed in High School and Beyond, regardless of race, ethnicity or gender, those whose fathers worked in unskilled occupations were twice as likely to drop out as students whose fathers' occupations were in professional/technical fields.

Dropping out was strongly related to parental educational attainment. For all students, the more education the parents had, the less likely the student was to leave school prematurely. Children of high school dropouts were most at risk; generally, they were two to three times more likely to drop out than children whose parents held a college degree, thereby perpetuating an intergenerational cycle of school non-completion.

Family Structure Factors

For the vast majority of students, the absence of one parent increased the students' likelihood of dropping out. Absence of both parents further escalated the probability of dropping out of school.

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[6]Stephen M. Barro and Andrew Kolstad, Who Drops Out?: Findings from High School and Beyond, (Washington, D.C.: U. S. Department of Education Center for Education Statistics, 1987).

Unmarried teenaged mothers were very likely to drop out. Almost three-quarters (72 percent) of Hispanic unwed mothers in the HS&B sample dropped out of school. For white unwed mothers, the figure was 61 percent and for Blacks, 40 percent. Among students who were married and without children, the dropout rate was more than 50 percent for all racial/ethnic groups and both sexes. Other national statistics show that although giving birth substantially increases the likelihood that an adolescent will drop out of high school, there have been important gains in the educational attainment of these mothers. Among women having their first child at 17 years old or younger, only 29 percent graduated from high school in 1975, but 56 percent graduated in 1986.[7]

The HS&B data point out strong correlations of student socioeconomic status (SES) and family composition variables with dropout behavior. The risk of dropping out declines with rising SES, and increases for children from large families and single-parent homes. Apparent interracial differences in dropout rates, often taken at face value, in fact may disappear completely when socioeconomic status and family composition factors are taken into account. In other words, when minority students are compared to white students with identical family structures and socioeconomic status, differences in the dropout rates among these students are minimal.

DROPOUT RATES FOR PUBLIC SCHOOL STUDENTS BY RACE/ETHNICITY WITH AND WITHOUT CONTROLS FOR BACKGROUND CHARACTERISTICS

Race/Ethnicity	Uncontrolled	Controlled
All Groups	14.4%	14.4%
White	13.0	14.8
Black	17.2	10.5
Hispanic	19.1	16.0

Source: Stephen M. Barro and Andrew Kolstad, Who Drops Out?: Findings from High School and Beyond, (Washington, D.C.: U.S. Department of Education Center for Education Statistics, 1987), Table 3.3.

[7]Child Trends, Inc., Facts at a Glance, September 1989.

The controlled dropout rates noted above were computed using statistical techniques that determined the effect of background variables on dropout rates and then adjusted the dropout rates to account for differences among racial/ethnic groups in their family background. When the controlled and uncontrolled rates are compared, it is noteworthy that the dropout rate for white students increased slightly (1.8 percentage points), while the dropout rates for Black and Hispanic students decreased by 6.7 and 3.1 percentage points, respectively. A major factor, therefore, in accounting for the higher uncontrolled dropout rates among Black and Hispanic youth is that substantially higher proportions of Black and Hispanic youth come from economically and educationally disadvantaged backgrounds.[8] Thus, there is a high correlation between poverty – regardless of race or ethnicity – and dropping out of school.

Why Do Students Drop Out?

In attempting to understand the causes of dropping out, researchers have also studied the effects of academic performance on dropout behavior. Students who maintain a history of success in the classroom tend to remain in school for more years than those who experience less academic success. Of the students in the HS&B sample who repeated a grade before their sophomore year, more than one out of four dropped out of school. For New York State students, the likelihood of repeating a grade increases if the student is minority, limited English proficient, poor, or living in a single-parent household.[9] The relationship between normative grade level and vulnerability to dropping out is of particular concern for language minority children. Nearly one-quarter of all Hispanics enter high school overage, frequently because language difficulties have caused them to be retained in an earlier grade.[10]

Dropouts themselves report a variety of reasons for leaving school. More than half of white and Black males cited school-related reasons for leaving school: disliking school or being expelled or suspended. One-fifth of all dropouts, but almost 40 percent of Hispanic males, cited economic reasons. A third of all female dropouts reported personal reasons such as pregnancy or marriage.[11] Some students leave school prematurely to

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[8]U.S. General Accounting Office, School Dropouts: The Extent and Nature of the Problem, p. 15.

[9]New York State Council on Children and Families, State of the Child in New York State, Table 10.

[10]Task Force on the New York State Dropout Problem, Dropping Out of School in New York State: The Invisible People of Color, p. 13.

[11]Russell W. Rumberger, "High School Dropouts: A Review of the Issues and Evidence," Table 3, p. 109.

attend to family or health needs that have made school disruptive or irrelevant for them.[12] Others leave because they have internalized negative messages about their own abilities and self-worth and consequently have become alienated from schools.

Much of the literature about dropouts has focused on correlating specific student economic, family, and personal characteristics with the incidence of dropping out. Much less attention has been devoted to studying the impact of schools – their organization, leadership, and the ways they respond to student needs – on students' decisions to drop out. Yet, many eventual dropouts attend schools with very poor facilities, insufficient resources, and inadequate teaching staffs – conditions that could well affect their academic performance and ultimately their decisions to leave.[13]

The New York State Situation

The number of the school buildings, the differences in school district characteristics and the diversity and mobility of the State's school children are all factors which make an analysis of data about high school attendance and completion for New York State a complex task. Because of this complexity, it is not possible to simply discuss statistics about dropouts in isolation. Rather, it is important to review also a number of related variables, including: attendance and graduation rates, participation in alternative high school equivalency programs and the awarding of GED diplomas.

Because of the association between dropping out and certain socioeconomic and school variables which was discussed previously, this chapter will also examine the effects on attendance and dropout rates of two school socioeconomic variables: the percentage of minority students enrolled in public schools (minority composition) and the percentage of students from families receiving public assistance (poverty status). These two variables are themselves highly related in New York State high schools; that is, schools with larger minority enrollments tend to also have larger percentages of students from families receiving public assistance ($r = .65$).

Figure 6.1 shows the breakdown of public high schools within each category of minority composition by poverty status. The majority of schools (684) are composed of less than 20 percent minority students. Most of these (555) have fewer than 20 percent of their students living in poverty. The second largest group of schools (140) have minority enrollments in excess of 80 percent. These schools are the most likely to have large percentages of students living in poverty. While only two schools (0.3 percent)

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[12]Michelle Fine, "Why Urban Adolescents Drop Into and Out of Public High School," Teachers College Record 87 (Spring 1986), p. 394.

[13]Russell W. Rumberger, "High School Dropouts: A Review of Issues and Evidence," p. 110.

large percentages of students living in poverty. While only two schools (0.3 percent) among those with the lowest percentages of minority enrollments had more than 60 percent of their students living in poverty, 44 schools (31 percent) in the highest minority composition category had 60 percent or more of their students living in poverty.

Attendance Rates

The average attendance rate statewide for 1987-88 was 90.9 percent. (See Table 6.3). In other words, on an average school day, 91 out of 100 enrolled students were present in the school building for some portion of the school day. Since 1975-76, average attendance rates have shown some improvement. The average attendance rate for the New York City public schools increased 1.8 percentage points during the twelve-year period. The average rate for the Other Big 5[14] districts increased, but in smaller measure: 0.6 of a percentage point. The rest of the State's schools experienced a 0.4 point increase. Most of this improvement occurred after 1980-81. In that year, the statewide average attendance rate was 90.4 percent, compared to 90.9 percent in 1987-88. New York City public schools reported an attendance rate of 84.2 percent for 1980-81, compared to 85.6 percent for 1987-88.

The 1987-88 average attendance rates varied among schools when rates were analyzed by community type and minority composition of the school. Table 6.4 indicates that the average attendance rates of central districts and village districts[15] were higher than that of the four city school community types. The New York City public schools had the lowest average attendance rate of any community type. These differences among community types may be partially explained by corresponding differences in the socioeconomic composition of the schools within community types.

An analysis of the relationship between minority composition[16] and attendance in high schools showed that as the percentage of minority students in a high school

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[14]The "Other Big 5" districts of Buffalo, Rochester, Syracuse and Yonkers are presented as "Large City Districts" on the tables in this report.

[15]For this analysis, "central and village districts" combine the three community types of "Large-size Central Districts and Village Districts," "Medium-size Central Districts," and "Small-size Central Districts." The "city districts" combine the community types "Large-size Cities," "Medium-size Cities," and "Small-size Cities."

[16]The public schools within New York State have been divided into five categories according to the racial/ethnic composition of their enrollments. The categories correspond to the following: 0 to 20 percent minority students, 21 to 40 percent minority, 41 to 60 percent minority, 61 to 80 percent minority, and 81 to 100 percent minority.

increased, the average annual attendance rate decreased; that is, there was a moderately strong negative correlation between the two variables (r = -.70). The poverty status of high schools was also moderately negatively correlated with average annual attendance (r = -.48). In other words, as the percentage of students from families receiving public assistance increased, the rate of attendance decreased.

Table 6.5 presents the average annual attendance rate disaggregated by community type and by minority composition of the school. The statewide statistics illustrate the negative relationship between the minority composition of public schools and average annual attendance rates. In 1987-88, schools with 20 percent or fewer minority students had an average attendance rate of 94.6 percent, compared with a 84.6 percent rate in schools composed of more than 80 percent minorities. The same pattern can be seen in New York City schools. Schools with the lowest percentages of minorities had a 91.0 percent average attendance rate, while schools with the highest percentages of minorities had an 84.2 percent average attendance rate. The attendance rates for various minority composition categories within communities types must be viewed with caution since some community types have very few schools with more than 20 percent minority students.

Many of the factors that cause students to leave school prematurely – alienation from the schooling process, economic difficulties, and family problems – may also cause students to be absent frequently before dropping out completely. Schools with low average attendance rates tend also to have high dropout rates. Among New York State public schools serving grades 9 through 12, the correlation between average attendance rate and annual dropout rate for 1987-88 was moderate (r = -.47).

Dropout Rates

During the decade of the 1980s, 426,000 young people left New York State public schools without completing requirements for high school graduation. In 1987-88 – the most recent year for which statistics are available – almost 43,000 students dropped out of school. About two-thirds of these students attended school in the State's largest cities: New York, Buffalo, Rochester, Syracuse and Yonkers. A disproportionate percentage of these young people were minority students. In our increasingly complex and technologically-oriented society, a high school diploma represents only the first level of acquisition of the skills necessary to become a productive adult. Consequently, the failure of schools to retain students has enormous consequences for the individual student as well as for the local community and the larger society of which that young person is a member.

The statistics cited above are based on annual dropout statistics submitted each fall for the preceding year by public school principals and the New York City Board of Education. In New York State, a dropout is any pupil who left school prior to

graduation for any reason except death and did not enter another school or a program leading to a high school equivalency diploma. While the definition of who is a dropout is straight-forward, the methodologies used to estimate the number of dropouts are less so.

Three measures are used to estimate the size of the dropout problem. The first, the annual dropout rate, is calculated by dividing the number of dropouts during a single year by grade 9-12 enrollment for that year. The second, the graduation rate, compares the number of students enrolled in grade 9 in a given year with the number of students who graduate four years later. The last measure, the cohort dropout rate, is calculated by following a group of students who entered ninth grade together and determining the percentages of those students who have graduated, dropped out, or remain in school after given intervals of time. Each measure has advantages and disadvantages.

The annual dropout rate can be calculated using statistics that are readily available for all high schools and is easily usable when aggregating statistics at the district, region and State levels. The annual dropout rate is not, however, a precise measurement, nor does it address long range outcomes concerning the number of dropouts who return to school at some later date or how many will eventually get diplomas or a GED. Therefore, it is at best an imprecise indicator of the percentage of those students who, having entered the school system, will never complete course requirements for graduation. The annual dropout rate is merely a description of a school's retention powers for a given year.

The statistic of more interest and with greater policy implications is the percentage of students who do or do not eventually complete graduation requirements. The graduation rate, in contrast, attempts to estimate the percentage of entering ninth graders who graduate in four years. Like the annual dropout rate, the graduation rate is easily calculated using available data. It too, however, is imprecise but for different reasons. The graduation rate does not take into account the number of students who, within the four-year period, leave or enter the district. In fact, this methodology relies on an assumption that the number of new students entering a district is exactly equal to the number of students who leave. Another factor in the imprecision of the graduation rate is the implicit assumption, which has been proven incorrect, that all students complete high school in four years.

The most precise way to determine the number of students who do or do not complete graduation requirements within a given period of time is the cohort methodology. This method, however, places the greatest demand on local resources, since it requires active effort on the part of the school to monitor the status of students who are no longer enrolled in the district but have not yet graduated. Most districts have neither the funds nor the personnel to conduct such research.

The Education Department is developing the Student Information System (SIS) as part of the Technology Network Ties (TNT) program. When fully implemented, SIS will allow computation of a cohort dropout rate for all New York State students. Additional information about both SIS and TNT is included in Chapter 11, "Data Resources," of this report.

The State Education Department is also working closely with the U.S. Department of Education's National Center for Education Statistics in the administration of NELS:88, the National Education Longitudinal Study of 1988. NELS: 88 is designed to provide trend data about critical transitions experienced by young people as they develop, attend school, and embark on careers. In 1988, approximately 26,000 eighth grade students, their parents, teachers and school principals were surveyed. The sample of students will be surveyed again in 1990 when they are in the tenth grade.

The New York State schools included in the national sample were selected to be representative of the State as a whole so that findings based on the New York State sample could be generalized to the population of the State's students in the same grade cohort. Moreover, the New York State sample has been augmented to allow comparisons between New York City and the rest of the State, and comparisons of data for minorities and females. The study should complement and strengthen State and local efforts by providing new information about how school policies, teacher practices, and family involvement affect student educational outcomes. Among the major research issues being investigated is the topic of dropping out of school as it occurs from eighth grade on. NELS:88 will examine the contextual factors associated with dropping out, especially school-related ones, and track students as they move in and out of school, including alternative high school programs.

The remainder of this chapter is divided into two sections. The next section will review annual dropout statistics for the State and various community types of public school districts. This review will be supplemented with a discussion of patterns in high school graduation and the results of New York City's cohort dropout study for the Class of 1986. The final section will briefly present information about alternative high school equivalency programs and the awarding of GED diplomas. This section has been added to the chapter because a discussion about high school completion would be unfinished without consideration of how some young people who leave the traditional high school are pursuing education through alternative means.

Student Retention

Annual Dropout Rate

Table 6.6 indicates that the trend in the annual dropout rate for the State's public schools has shown improvement since 1980-81. This improvement followed a decade of annual increases in the numbers of dropouts. For the 1980-81 academic year, school districts reported a statewide average dropout rate of 6.6 percent annually. New York City schools reported a dropout rate of 11.8 percent for that same period. Six years later, 1986-87, the average dropout rate had been reduced to 5.0 percent statewide and to 8.2 percent for New York City. In 1987-88, however, the statewide annual dropout rate increased slightly to 5.2 percent. This statewide increase is attributable entirely to increases in the annual dropout rate which occurred in New York City (a 0.2 percentage point increase) and the Other Big 5 Cities (a 0.8 percentage point increase). The average dropout rate for districts outside the Big 5 Cities remained constant between 1986-87 and 1987-88, at 3.1 percent. Although there were several consecutive years of improvement between 1982-83 and 1986-87, the annual dropout rate for the State is only five-tenths of a percentage point lower than it was in 1970-71.

Table 6.7 presents the average annual dropout rates for nonpublic schools. During the period between 1975-76 and 1987-88, the nonpublic school dropout statistics have been characterized by extremely low numbers and very consistent annual rates. Throughout the 12 years covered in the table, the actual number of nonpublic school students who dropped out never exceeded 638 pupils statewide. During this same period, the annual dropout rate has never fluctuated more than two-tenths of a percentage point. In 1987-88, 600 pupils or 0.5 percent of students in nonpublic schools across the State dropped out.

Table 6.8 shows that there were substantial differences among public schools in their average annual dropout rates when they were disaggregated by community type. The three central and village districts types had the lowest dropout rates while the four city district types had higher dropout rates. New York City had the highest annual dropout rate of any community type: 8.4 percent of New York City high school pupils dropped out in 1987-88.

The differences among community types in annual dropout rates were largely attributable to differences in minority composition and poverty status of public school buildings. An analysis of the 1987-88 annual dropout rates for public school buildings with ninth through twelfth grade students indicated that the likelihood of students dropping out increased as the percentage of students from families receiving public assistance increased and as the percentage of students from minority backgrounds increased. Public school buildings which enrolled large percentages of both poor students and minority students had the highest annual dropout rates, averaging 11.0 percent in

1987-88. This is more than twice the statewide average and almost four times greater than the annual dropout rate for public schools enrolling small percentages of both children from low-income families and from minority backgrounds.[17] Table 6.9 illustrates the combined effects of poverty status and minority composition category on average annual dropout rates in 1987-88. Dropout rates are provided for high schools in three types of school districts – the New York City district, city districts, and central and village district – and for the total State.

Almost fifty percent of New York City high schools were high poverty, high minority schools. The dropout rate in these schools (11.1 percent) was almost twice the dropout rate of schools in the next highest category (5.8 percent). New York City is unique in the percentage of its students attending high poverty, high minority schools. In fact, the majority (97 percent) of all students statewide in this category of schools attend school in New York City. In the city districts, both the medium and high poverty, high minority schools had average dropout rates above 10 percent. The vast majority (76 percent) of central and village district schools are low poverty, low minority schools and, as expected, experienced low dropout rates. Among central and village district schools, the highest average dropout rate (6.5 percent) occurred in medium poverty, medium minority schools.

Across the State, a disproportionate number (42.5 percent) of dropouts came from high poverty, high minority schools. Approximately one out of nine students attending these schools dropped out in 1987-88. In contrast, fewer than 3 out of 100 students attending schools in the low poverty and low minority category dropped out. Since almost half of New York State students (47.7 percent) attended the latter schools, students from these schools constituted the next largest portion (26 percent) of dropouts.

Tables 6.10 and 6.11 present the annual dropout rates within each community type broken down by minority composition and poverty status, respectively. Many of the reported rates, particularly in the central and village district types, are based on a small number of schools and are, consequently, subject to large variations from year to year.

Additional evidence for the correlation between poverty and dropping out is provided by an analysis of 1980 census tracts by poverty status.[18] Welsh concluded that there was no striking evidence indicating that children ages 5 to 14 years living in census tracts with concentrations of poverty do not attend elementary schools (as measured by

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[17]A statistical analysis conducted by State Education Department staff indicated that dropping out was significantly correlated with both poverty status (r = .37) and minority composition (r = .36) of the school. Therefore, those schools with large percentages of minority students also tended to have high levels of poverty and higher dropout rates.

[18]James B. Welsh, "Characteristics of High Poverty Areas in New York State," pp. 15-17.

grade K-8 enrollment as a percentage of the 5- to 14-year old population). Yet, when this analysis was done for the secondary grades, there were significant differences among census tracks according to poverty status:

PERCENT OF NEW YORK STATE 16-TO-19-YEAR OLDS WHO HAVE NOT FINISHED HIGH SCHOOL AND ARE NOT ENROLLED IN SCHOOL, 1980

Poverty Status of Tract	Percent
Nonpoverty (less than 20% poor)	6.4%
Midpoverty (20%-40% poor)	14.1
Extreme poverty (more than 40% poor)	18.1

A young person aged 16-19 years old living in a neighborhood of extreme poverty was three times as likely to have dropped out as a young person living in a nonpoverty community. According to Welsh, if a young person happened to live in the three New York City boroughs with the greatest concentrations of poverty in the entire State – the Bronx, Brooklyn and Manhattan – then the likelihood of being a dropout was even greater: 19.5 percent, basically one in every five young people. In the same three boroughs, only two out of five adults had completed high school.

The analysis of the U.S. Census and Current Population Survey data for the State as a whole, shown in Table 6.12, indicates that fewer New York State residents 25 years of age and older are without high school diplomas in 1988 than in 1980. Among Blacks, Hispanics and whites, the percentages of adults with less than four years of high school have decreased. For Blacks, the percentage decreased 4.1 points. The percentage of Hispanic adults without a diploma decreased from 58.0 percent to 51.1 percent during the eight-year period between 1980 and 1988. White adults had the lowest percentage of noncompletion; 31.3 percent in 1980 and 22.1 percent in 1988. While there were differences in the percentages broken out by gender within racial/ethnic groups, these differences were small. Among all females with high school diplomas, whites had the lowest percentage of noncompletion (22.9 percent), followed by Black females (36.1 percent), and Hispanic females (54.8 percent).

Graduation Rate

As defined earlier, the graduation rate is the number of high school graduates divided by the grade 9 enrollment four years earlier. The graduation rate is, at best, a simplified portrayal of student retention derived by using two sets of cross-sectional data in an attempt to approximate a longitudinal phenomenon. At worst, the graduation rate

implies the use of a cohort survival technique which, in reality, can only be accomplished under the most controlled circumstances.

Calculating a graduation rate is most acceptable for describing high school retention for the nation as a whole, since the assumption of zero net migration over four years is least troublesome at that level. Such calculations, however, become less valid the smaller the unit of analysis, i.e., a state, a school district or school building. In the worst possible scenario, which is not uncommon in some of the most ineffective schools, the ninth grade class will have been completely replaced by the twelfth grade, so that the graduates are a distinctly different group for the original ninth grade cohort. Also, in these same troubled schools, a number of students may take more than four years to complete graduation requirements. One-quarter of the New York City student cohort studied were still enrolled in high school in the fifth year.

Given these limitations, Table 6.13 provides information about the graduation rates for New York's public and nonpublic school students from 1970-71 to 1988-89, disaggregated for New York City and the rest of State. In 1970-71, the number of graduates was three-quarters the number of ninth graders in 1967-68. By 1988-89, the graduation rate had declined to two-thirds. Part of the decrease in the graduation rate was due to a decrease in the rate for districts and nonpublic schools outside of New York City. However, most of the statewide decrease in the graduation rate was attributable to a lower graduation rate in New York City: from 60.3 percent in 1970-71 to 47.0 percent in 1988-89.

Most of the decrease in graduation rates seen since 1970-71, occurred prior to 1980. Beginning with the 1980-81 school year, there has been very little change in the graduation rate. The 1988-89 graduation rate compared to the rate in 1980-81 was 1.1 percentage point greater for the "Rest of State" districts and 2.0 percentage points lower for New York City public schools.

Student Cohort Retention in New York City

New York City had the highest average annual dropout rate of any community type in the State. The district's Cohort Dropout Study provides more detailed information about their students who failed to complete high school, and thereby, provides an additional perspective on the magnitude of the dropout dilemma. In June 1988, the New York City school district published a report showing the status of the Class of 1986 five years after they began the ninth grade and one year after their expected

graduation date.[19] This cohort consisted of 71,484 students who entered the ninth grade for the first time in 1982-83, the tenth grade in 1983-84, the eleventh grade in 1984-85, or the twelfth grade in 1985-86. Forty-one percent of the cohort completed high school at the expected time, June 1986. At that time, 21.8 percent of the class were considered dropouts, 12.3 percent had transferred out and 24.9 percent were still enrolled.

One year later, the percentage of completers had increased to 45.6 percent and the percentage of dropouts to 26.4 percent. A sizable number of students (15.3 percent) were still enrolled. The majority of these students (68 percent) had been classified as juniors or seniors in June 1986 and a substantial percentage of them were expected to graduate during their sixth year. Another 21 percent of the still enrolled students were only in grade 9 or 10 and were, consequently, more than three years older than their classmates. Most of these students were expected to drop out.

Additional information about students was collected as part of the cohort study. Most students dropped out in their third or fourth year of high school. At the time they dropped out, they were classified as being in ninth or tenth grade and were one or two years beyond the expected age for their grade. Accordingly, almost three times as many dropouts as graduates were overage for their grade. Most students dropped out from the school in which they first enrolled as ninth graders. One in ten graduates received a General Equivalency Diploma (GED) and students who graduated in the fifth rather than fourth year were more likely to have received GEDs. The district collected information about dropouts' reasons for leaving school and found that relatively few students dropped out to enter military service or gain job training. Four out of five students were over 17-years old and legally able to leave school for reasons other than employment.[20]

The cohort study has added significantly to our knowledge about dropouts in New York City (which represents almost 60 percent of all young people who dropped out in 1987-88). Due to the unique characteristics of the New York City public school system such as its size, complexity, and concentrations of poor and minority children, it is not advisable to generalize about student retention in other districts using the New York City study findings. Cohort studies in other districts are needed to determine whether similar or different patterns exist outside of New York City.

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[19]Office of Educational Assessment, The Cohort Report: Four-year Results for the Class of 1987 and An Update on the Class of 1986, (New York City Board of Education, June 1988).

[20]According to a New York City ordinance, 16 year olds may leave school legally only for employment.

Alternative Programs and General Equivalency Diplomas

In response to the growing concern with the number of students who are failing to complete high school and the consequences of this failure, many districts are providing alternative programs for potential dropouts. These programs are designed to enable students who are not succeeding in the traditional school structure to complete diploma requirements. Table 6.14 reports the rate of student participation in alternative programs for three consecutive school years ending with 1987-88. The reported rates are based on the percentage of students leaving their school the prior year to attend an alternative program leading to a high school diploma. The number and percentage of students participating in these programs across the State has increased slightly since 1985-86, from 1.6 percent to 1.9 percent in 1987-88. Just as New York City and the other city districts have higher dropout rates than the central and village districts, the city districts have higher percentages of students participating in alternative programs.

Table 6.15 presents the participation rate in alternative programs according to minority composition category within each community type. Statewide,[21] schools with higher percentages of minority students tend to have higher alternative school participation rates. In schools with 20 percent or fewer minority students, the participation rate in 1987-88 was one percent, while in schools with more than 80 percent minority students, 3.1 percent of students were enrolled in alternative programs.

In Table 6.16, participation rates within community types are broken down according to the poverty status of the school. Schools across the State with the highest rates of poverty also had the highest participation rates in alternative programs. Almost four percent of students in schools with 80 percent or more students living in poverty were enrolled in alternative high school equivalency programs.

Data from the national High School and Beyond study discussed previously indicate that as many as half of the young people who drop out of school may return to education to earn their high school diplomas at a later time. Table 6.17 shows that over 37,000 New York State residents of all ages were awarded High School Equivalency diplomas (GEDs) in the twelve-month period of September 1988 to August 1989. Almost 40 percent of the GEDs were awarded to young people under the age of 20 years old; those who by their age had been very recent dropouts or had been enrolled in alternative programs. More than three-quarters of all the GEDs were awarded to New York State residents under the age of 30 years old. These statistics indicate that many young people who leave the traditional high school without a diploma soon after understand the value of having that credential and return to earn it. However, the actual number of GEDs

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[21]Data on alternative program participation in New York City are not available for individual schools.

awarded to young people of school age (16 to 19 years old) during 1988-89 is only a fraction of the number of young people who left school during that same period.

The statistics discussed in this chapter clearly indicate that schools with the largest concentrations of minority students and students from families receiving public assistance have, on average, the lowest attendance rates and the highest dropout rates. Further, the majority of these schools are located in the State's largest urban areas. The findings of the High School and Beyond study indicate that the risk of dropping out is closely related to the occupational and educational level of the parents, to the presence or absence of both parents in the home, and the academic achievement of the student.

TABLE 6.1

U.S. YOUTH ENROLLED IN HIGH SCHOOL
PERCENT OF AGE GROUP ENROLLED

1986

Age	Total	Whites	Blacks	Hispanics
14-15 years	97.4	97.6	96.4	96.0
16-17 years	89.5	89.1	91.6	82.3
18-19 years	13.1	11.5	20.1	18.4
20-21 years	1.2	0.9	2.8	2.6

Source: Bureau of the Census, *School Enrollment-Social and Economic Characteristics of Students: October 1986*, Series P-20, Number 429, (USGPO, Washington, DC: 1988), pp. 5-7

Reprinted from James R. Wetzel's American Youth: A Statistical Snapshot Washington, DC: Youth and America's Future: The William T. Grant Commission on Work, Family and Citizenship, 1989.

TABLE 6.2

YOUTH NOT RECEIVING A DIPLOMA AND NOT IN SCHOOL
PERCENT OF AGE-RACE/ETHNIC GROUP

1986

Age	Total	Whites	Blacks	Hispanics
14-15 years	2.4	2.2	3.4	3.7
16-17 years	6.1	6.5	4.7	14.5
18-19 years	12.3	11.9	14.9	26.8
20-21 years	14.8	14.3	18.1	34.9
22-24 years	14.3	13.9	17.3	38.2

Source: Bureau of the Census, *School Enrollment-Social and Economic Characteristics of Students: October 1986*, Series P-20, Number 429, (USGPO, Washington, DC: 1988), pp. 5-7

Reprinted from James R. Wetzel's American Youth: A Statistical Snapshot Washington, DC: Youth and America's Future: The William T. Grant Commission on Work, Family and Citizenship, 1989.

FIGURE 6.1 NUMBER OF PUBLIC HIGH SCHOOLS IN EACH POVERTY STATUS CATEGORY ACCORDING TO MINORITY COMPOSITION 1987–1988

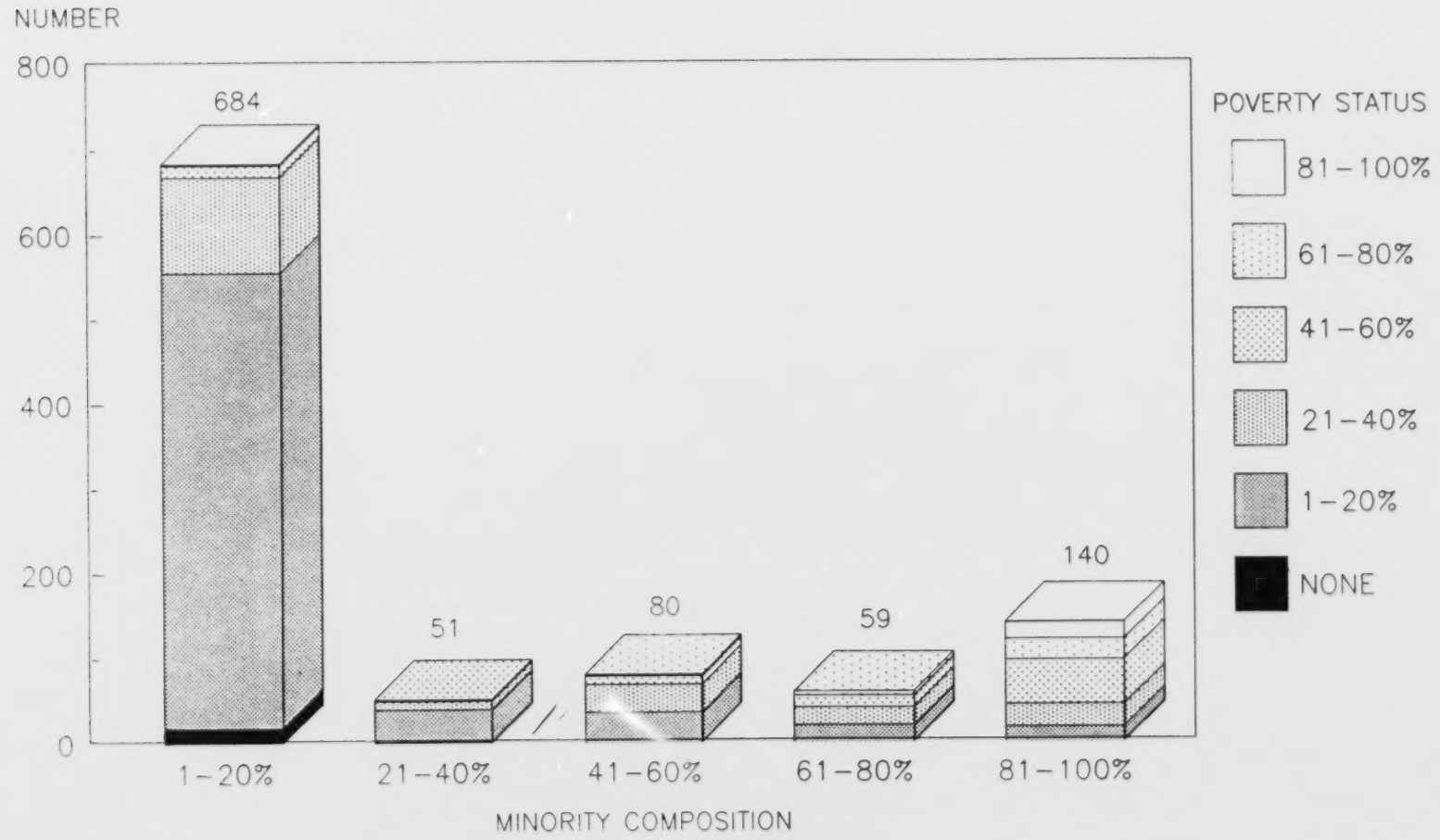

TABLE 6.3
PUBLIC SCHOOL ANNUAL ATTENDANCE RATES
NEW YORK STATE
1975-76 TO 1987-88

Year	New York City	Other Large Cities*	Rest of State	Total State
1975-76	.838	.902	.937	.903
1980-81	.842	.895	.937	.904
1985-86	.850	.906	.941	.907
1986-87	.854	.906	.942	.909
1987-88	.856	.908	.941	.909

*Buffalo, Rochester, Syracuse and Yonkers.

TABLE 6.4

PUBLIC SCHOOL ANNUAL ATTENDANCE RATES BY COMMUNITY TYPE

NEW YORK STATE 1985-86 TO 1987-88

Community Type	1985-86	1986-87	1987-88
New York City	.850	.854	.856
Large-Size Cities	.906	.906	.908
Medium-Size Cities	.921	.924	.920
Small-Size Cities	.938	.938	.938
Large-Size Central Districts and Village Districts	.943	.944	.944
Medium-Size Central Districts	.948	.948	.947
Small-Size Central Districts	.950	.952	.952
Total State	.907	.909	.909

TABLE 6.5
PUBLIC SCHOOL AVERAGE ANNUAL ATTENDANCE RATES BY COMMUNITY TYPE AND MINORITY COMPOSITION OF SCHOOL
NEW YORK STATE
1985-86 TO 1987-88

Community Type/Minority Composition of School	Average Annual Attendance Rate			Community Type/Minority Composition of School	Average Annual Attendance Rate		
	1985-86	1986-87	1987-88		1985-86	1986-87	1987-88
New York City				Large-Size Central Districts and Village Districts			
0 - 20 percent	.909	.906	.910	0 - 20 percent	.945	.947	.947
21 - 40 percent	.894	.893	.895	21 - 40 percent	.932	.932	.935
41 - 60 percent	.862	.866	.877	41 - 60 percent	.929	.917	.923
61 - 80 percent	.868	.849	.845	61 - 80 percent	.930	.934	.933
81- 100 percent	.840	.841	.842	81- 100 percent	.910	.905	.910
Total	.850	.854	.856	Total	.943	.944	.944
Large-Size Cities				Medium-Size Central Districts			
0 - 20 percent	--	.941	.942	0 - 20 percent	.949	.949	.948
21 - 40 percent	.932	.931	.932	21 - 40 percent	.942	.945	.950
41 - 60 percent	.912	.906	.914	41 - 60 percent	.951	.946	.950
61 - 80 percent	.893	.887	.890	61 - 80 percent	--	--	--
81- 100 percent	.894	.901	.899	81- 100 percent	.906	.903	.899
Total	.906	.906	.908	Total	.948	.948	.947
Medium-Size Cities				Small-Size Central Districts			
0 - 20 percent	.927	.930	.938	0 - 20 percent	.950	.952	.952
21 - 40 percent	.917	.919	.909	21 - 40 percent	.944	.941	.936
41 - 60 percent	.918	.929	.922	41 - 60 percent	.950	.938	--
61 - 80 percent	.923	.912	.913	61 - 80 percent	.929	.950	.930
81- 100 percent	.911	.912	.908	81- 100 percent	.904	.914	.907
Total	.921	.924	.920	Total	.950	.952	.952
Small-Size Cities				Total State			
0 - 20 percent	.942	.943	.943	0 - 20 percent	.944	.946	.946
21 - 40 percent	.927	.922	.927	21 - 40 percent	.916	.915	.917
41 - 60 percent	.926	.926	.929	41 - 60 percent	.888	.889	.897
61 - 80 percent	.912	.922	.892	61 - 80 percent	.881	.868	.865
81- 100 percent	.948	.919	.936	81- 100 percent	.844	.845	.846
Total	.938	.938	.938	Total	.907	.909	.909

***Minority Composition** = Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian and Alaskan Native students divided by total enrollment.

TABLE 6.6

PUBLIC SCHOOL DROPOUTS AND ANNUAL DROPOUT RATES*
NEW YORK STATE
1970-71 TO 1987-88

Year	New York City		Other Large Cities**		Rest of State		Total State	
	Number	Rate	Number	Rate	Number	Rate	Number	Rate
1970-71	34,507	.103	3,313	.068	20,143	.032	57,963	.057
1975-76	37,523	.104	3,370	.072	22,974	.032	63,867	.057
1980-81	40,067	.118	3,279	.083	23,333	.037	66,679	.066
1985-86	24,211	.083	2,509	.071	17,123	.032	43,843	.051
1986-87	24,668	.082	2,297	.067	16,130	.031	43,095	.050
1987-88	25,036	.084	2,499	.075	15,388	.031	42,923	.052

*__Dropout Rate__ = Number of dropouts divided by grade 9-12 enrollment including the portion of ungraded secondary enrollment that can be attributed to grades 9-12.

** Buffalo, Rochester, Syracuse and Yonkers

TABLE 6.7

NONPUBLIC SCHOOL DROPOUTS AND ANNUAL DROPOUT RATES*
NEW YORK STATE
1975-76 TO 1987-88

Year	New York City		Rest of State		Total State	
	Number	Rate	Number	Rate	Number	Rate
1975-76	297	.004	341	.005	638	.005
1980-81	278	.004	135	.002	413	.003
1985-86	240	.003	171	.003	411	.003
1986-87	207	.003	233	.004	440	.003
1987-88	342	.005	258	.005	600	.005

*Dropout Rate = Number of dropouts divided by grade 9-12 enrollment including the portion of ungraded secondary enrollment that can be attributed to grades 9-12.

TABLE 6.8

PUBLIC SCHOOL DROPOUTS AND ANNUAL DROPOUT RATE* BY COMMUNITY TYPE

NEW YORK STATE
1985-86 TO 1987-88

Community Type	1985-86		1986-87		1987-88	
	Number	Rate	Number	Rate	Number	Rate
New York City	24,211	.083	24,672	.082	25,036	.084
Large-Size Cities	2,509	.071	2,297	.067	2,499	.075
Medium-Size Cities	1,213	.058	1,054	.053	1,032	.055
Small-Size Cities	2,853	.048	2,803	.048	2,791	.050
Large-Size Central Districts and Village Districts	10,303	.028	9,563	.027	8,937	.027
Medium-Size Central Districts	1,505	.031	1,557	.031	1,500	.032
Small-Size Central Districts	1,225	.028	1,129	.027	1,128	.028
Total State	43,819	.051	43,075	.050	42,923	.052

***Dropout Rate** = Number of dropouts divided by grade 9-12 enrollment including the portion of ungraded secondary enrollment that can be attributed to grades 9-12.

TABLE 6.9

PUBLIC HIGH SCHOOL DROPOUT RATES BY COMMUNITY TYPE, MINORITY COMPOSITION AND POVERTY CONDITION OF SCHOOL

NEW YORK STATE

1987-88

Location/Minority Composition and Poverty Condition of School	Number of Schools	Prior Year Enrollment	Number of Dropouts	Average Annual Dropout Rate
NEW YORK CITY				
Low Poverty (0 - 20%)				
Low Minority (0 - 20%)	1	3,482	129	3.7
Medium Minority (21- 80%)	28	36,384	1,685	4.6
High Minority (81-100%)	29	31,474	1,478	4.7
Medium Poverty (21-40%)				
Low Minority (0-20%)	1	26	1	3.8
Medium Minority (21-80%)	17	34,305	1,977	5.8
High Minority (81-100%)	30	26,798	1,315	4.9
High Poverty (41-100%)				
Low Minority (0-20%)	0	0	0	0.0
Medium Minority (21-80%)	3	918	43	4.7
High Minority (81-100%)	112	154,991	17,143	11.1
CITY DISTRICTS				
Low Poverty (0 - 20%)				
Low Minority (0-20%)	40	39,839	1,881	4.7
Medium Minority (21-80%)	16	16,274	900	5.5
High Minority (81-100%)	1	2,657	154	5.8
Medium Poverty (21-40%)				
Low Minority (0-20%)	12	8,842	382	4.3
Medium Minority (21-80%)	20	19,206	1,092	5.7
High Minority (81-100%)	12	8,388	873	10.4
High Poverty (41-100%)				
Low Minority (0-20%)	3	1,339	80	6.0
Medium Minority (21-80%)	9	4,610	344	7.5
High Minority (81-100%)	10	3,575	417	11.7

Dropout Rate = Number of dropouts divided by grade 9-12 enrollment including the portion of ungraded secondary enrollment that can be attributed to grades 9-12.

TABLE 6.9 (continued)

PUBLIC HIGH SCHOOL DROPOUT RATES BY COMMUNITY TYPE, MINORITY COMPOSITION AND POVERTY CONDITION OF SCHOOL

NEW YORK STATE
1987-88

Location/Minority Composition and Poverty Condition of School	Number of Schools	Prior Year Enrollment	Number of Dropouts	Average Annual Dropout Rate
CENTRAL/VILLAGE DISTRICTS				
Low Poverty (0 - 20%)				
Low Minority (0 - 20%)	514	341,628	8,758	2.6
Medium Minority (21- 80%)	29	24,318	777	3.2
High Minority (81-100%)	9	7,481	350	4.7
Medium Poverty (21-40%)				
Low Minority (0-20%)	100	27,957	996	3.6
Medium Minority (21-80%)	5	5,310	345	6.5
High Minority (81-100%)	5	3,118	129	4.1
High Poverty (41-100%)				
Low Minority (0-20%)	13	2,514	81	3.2
Medium Minority (21-80%)	1	226	3	1.3
High Minority (81-100%)	3	1,104	24	2.2
TOTAL STATE				
Low Poverty (0 - 20%)				
Low Minority (0-20%)	555	384,949	10,768	2.8
Medium Minority (21-80%)	73	76,976	3,362	4.4
High Minority (81-100%)	39	41,612	1,982	4.8
Medium Poverty (21-40%)				
Low Minority (0-20%)	113	36,825	1,379	3.7
Medium Minority (21-80%)	42	58,821	3,414	5.8
High Minority (81-100%)	47	38,304	2,317	6.0
High Poverty (41-100%)				
Low Minority (0-20%)	16	3,853	161	4.2
Medium Minority (21-80%)	13	5,754	390	6.8
High Minority (81-100%)	125	159,670	17,584	11.0

Dropout Rate = Number of dropouts divided by grade 9-12 enrollment including the portion of ungraded secondary enrollment that can be attributed to grades 9-12.

NOTE: Excludes NYC Special Schools, Special Act Districts, schools with no dropouts and New York City schools with citywide enrollment that do not provide percent on welfare.

TABLE 6.10
PUBLIC HIGH SCHOOL ANNUAL DROPOUT RATES BY MINORITY COMPOSITION OF SCHOOL AND COMMUNITY TYPE
NEW YORK STATE
1985-86 TO 1987-88

Community Type/Minority Composition of School	Average Dropout Rate			Community Type/Minority Composition of School	Average Dropout Rate		
	1985-86	1986-87	1987-88		1985-86	1986-87	1987-88
New York City				Large-Size Central Districts and Village Districts			
0 - 20 percent	.032	.038	.037	0 - 20 percent	.026	.026	.025
21 - 40 percent	.036	.039	.047	21 - 40 percent	.045	.037	.031
41 - 60 percent	.057	.044	.053	41 - 60 percent	.059	.046	.048
61 - 80 percent	.067	.125	.117	61 - 80 percent	.043	.041	.047
81- 100 percent	.103	.090	.085	81- 100 percent	.044	.047	.042
Total	.083	.082	.084	Total	.028	.027	.027
Large-Size Cities				Medium-Size Central Districts			
0 - 20 percent	.126	*	.300	0 - 20 percent	.031	.031	.032
21 - 40 percent	.053	.061	.070	21 - 40 percent	.040	.036	.030
41 - 60 percent	.043	.047	.054	41 - 60 percent	*	*	*
61 - 80 percent	.078	.070	.073	61 - 80 percent	*	*	*
81- 100 percent	.264	.266	.312	81- 100 percent	.021	.024	.024
Total	.071	.067	.075	Total	.031	.031	.032
Medium-Size Cities				Small-Size Central Districts			
0 - 20 percent	.060	.045	.043	0 - 20 percent	.028	.027	.027
21 - 40 percent	.072	.070	.072	21 - 40 percent	.000	.024	.048
41 - 60 percent	.040	.036	.042	41 - 60 percent	*	.225	.006
61 - 80 percent	*	*	.571	61 - 80 percent	.041	.036	.016
81- 100 percent	.059	.067	.070	81- 100 percent	.000	.000	.000
Total	.058	.053	.055	Total	.028	.027	.028
Small-Size Cities				Total State			
0 - 20 percent	.047	.046	.047	0 - 20 percent	.030	.029	.029
21 - 40 percent	.057	.059	.071	21 - 40 percent	.047	.046	.050
41 - 60 percent	.034	.042	.026	41 - 60 percent	.054	.044	.051
61 - 80 percent	.000	*	.074	61 - 80 percent	.067	.107	.105
81- 100 percent	*	.286	.395	81- 100 percent	.101	.090	.085
Total	.048	.048	.050	Total	.051	.050	.052

*No high schools in this category.

Dropout Rate = Number of dropouts divided by grade 9-12 enrollment including the portion of ungraded secondary enrollment that can be attributed to grades 9-12.

Minority Composition = Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian and Alaskan Native students divided by total enrollment.

TABLE 6.11
PUBLIC HIGH SCHOOL DROPOUT RATES BY POVERTY STATUS OF SCHOOL AND COMMUNITY TYPE
NEW YORK STATE
1985-86 TO 1987-88

Community Type/ Poverty Status of School**	Average Dropout Rate			Community Type/ Poverty Status of School**	Average Dropout Rate		
	1985-86	1986-87	1987-88		1985-86	1986-87	1987-88
New York City				Large-Size Central Districts and Village Districts			
0 - 20 percent	.048	.042	.046	0 - 20 percent	.027	.026	.026
21 - 40 percent	.069	.043	.054	21 - 40 percent	.049	.053	.046
41 - 60 percent	.103	.072	.079	41 - 60 percent	.020	.030	.026
61 - 80 percent	.090	.093	.086	61 - 80 percent	*	*	*
81- 100 percent	.118	.118	.106	81- 100 percent	*	*	*
Total	.083	.082	.084	Total	.028	.027	.027
Large-Size Cities				Medium-Size Central Districts			
0 - 20 percent	.056	.022	.044	0 - 20 percent	.030	.030	.030
21 - 40 percent	.042	.052	.076	21 - 40 percent	.036	.039	.048
41 - 60 percent	.118	.085	.058	41 - 60 percent	*	*	.033
61 - 80 percent	.621	.460	.151	61 - 80 percent	.021	.024	.024
81- 100 percent	*	.914	.300	81- 100 percent	*	*	*
Total	.071	.067	.075	Total	.031	.031	.032
Medium-Size Cities				Small-Size Central Districts			
0 - 20 percent	.056	.051	.046	0 - 20 percent	.026	.027	.027
21 - 40 percent	.055	.051	.064	21 - 40 percent	.032	.029	.029
41 - 60 percent	.277	.103	.134	41 - 60 percent	.025	.021	.027
61 - 80 percent	.125	.441	.655	61 - 80 percent	*	.031	*
81- 100 percent	.231	.462	*	81- 100 percent	.034	.060	.000
Total	.058	.053	.055	Total	.028	.027	.028
Small-Size Cities				Total State			
0 - 20 percent	.046	.047	.051	0 - 20 percent	.033	.031	.032
21 - 40 percent	.054	.054	.049	21 - 40 percent	.056	.046	.054
41 - 60 percent	.029	.078	.088	41 - 60 percent	.102	.072	.076
61 - 80 percent	*	*	.037	61 - 80 percent	.096	.099	.090
81- 100 percent	*	*	*	81- 100 percent	.116	.119	.106
Total	.048	.048	.050	Total	.051	.050	.052

*No high schools in this category.

**Poverty Status = Percent of students who are members of families whose primary means of support is a public welfare program.

Dropout Rate = Number of dropouts divided by grade 9-12 enrollment including the portion of ungraded secondary enrollment that can be attributed to grades 9-12.

TABLE 6.12

PERSONS 25 YEARS OF AGE AND OLDER WITH LESS THAN FOUR YEARS OF HIGH SCHOOL

NEW YORK STATE

1980, 1987 AND 1988

Race/Gender	1980	1987	1988
White (Total)	31.3 %	23.6 %	22.1 %
Male	30.1	22.6	21.2
Female	32.2	24.5	22.9
Black (Total)	42.4 %	35.8 %	38.3 %
Male	42.2	35.3	41.5
Female	42.6	36.2	36.1
Hispanic (Total) *	58.0 %	48.6 %	51.1 %
Male	55.8	43.7	46.2
Female	59.8	52.4	54.8

* Hispanic individuals are also included in the figures for the categories Black and White.

SOURCE: U.S. Census of the Population, 1980 and current population survey, March 1987 and March 1988.

TABLE 6.13

GRADUATION RATE* IN PUBLIC AND NONPUBLIC SCHOOLS

NEW YORK STATE

1969-70 TO 1987-88

Graduating Class	Graduation Rate		
	New York City	Rest of State	Total State
1970-71	60.3%	84.6%	75.5%
1975-76	54.6	82.0	72.0
1980-81	49.0	79.1	67.6
1985-86	51.7	79.8	69.3
1986-87	48.1	81.2	68.2
1987-88	47.8	81.7	68.1
1988-89 (est.)	47.0	80.2	66.8

*Graduation Rate = Number of high school graduates divided by Grade 9 enrollment four years earlier.

NOTE: Data in this table do not represent actual high school completion rates of 9th grade students since the effects of student migration (transfers in and transfers out) have not been accounted for.

TABLE 6.14

ALTERNATIVE PUBLIC HIGH SCHOOL EQUIVALENCY PROGRAM PARTICIPATION AND PARTICIPATION RATE BY COMMUNITY TYPE

NEW YORK STATE

1985-86 TO 1987-88

Community Type	1985-86		1986-87		1987-88	
	Number	Rate	Number	Rate	Number	Rate
New York City	7,044	.024	8,100	.027	8,137	.027
Large-Size Cities	924	.026	934	.027	1,543	.047
Medium-Size Cities	836	.040	915	.046	793	.042
Small-Size Cities	990	.017	938	.016	1,030	.019
Large-Size Central Districts and Village Districts	3,455	.009	3,753	.011	3,047	.009
Medium-Size Central Districts	278	.006	321	.006	515	.011
Small-Size Central Districts	432	.010	543	.013	516	.013
Total State	13,959	.016	15,504	.018	15,581	.019

Alternative Program Participation Rate = Number of students who left a regular public high school program and entered an Alternative High School Equivalency Preparation Program or Other Diploma Program leading to a G.E.D. divided by grade 9-12 enrollment including the portion of ungraded secondary enrollment that can be attributed to grades 9-12.

TABLE 6.15
DISTRIBUTION OF ALTERNATIVE PUBLIC HIGH SCHOOL EQUIVALENCY PROGRAM PARTICIPATION RATE BY MINORITY COMPOSITION OF SCHOOL AND COMMUNITY TYPE
NEW YORK STATE
1985-86 THROUGH 1987-88

Community Type/Minority Composition of School**	Average Participation Rate			Community Type/Minority Composition of School	Average Participation Rate		
	1985-86	1986-87	1987-88		1985-86	1986-87	1987-88
New York City				Large-Size Central Districts and Village Districts			
0 - 20 percent	NA	NA	NA	0 - 20 percent	.009	.009	.009
21 - 40 percent	NA	NA	NA	21 - 40 percent	.013	.012	.012
41 - 60 percent	NA	NA	NA	41 - 60 percent	.009	.034	.011
61 - 80 percent	NA	NA	NA	61 - 80 percent	.009	.012	.016
81- 100 percent	NA	NA	NA	81- 100 percent	.003	.019	.012
Total	.024	.027	.027	Total	.009	.011	.009
Large-Size Cities				Medium-Size Central Districts			
0 - 20 percent	.020	*	.157	0 - 20 percent	.005	.006	.010
21 - 40 percent	.026	.019	.066	21 - 40 percent	.004	.000	.009
41 - 60 percent	.027	.027	.047	41 - 60 percent	*	*	*
61 - 80 percent	.028	.031	.040	61 - 80 percent	*	*	*
81- 100 percent	.013	.010	.047	81- 100 percent	.007	.029	.017
Total	.026	.027	.047	Total	.006	.006	.011
Medium-Size Cities				Small-Size Central Districts			
0 - 20 percent	.034	.037	.022	0 - 20 percent	.009	.012	.012
21 - 40 percent	.038	.036	.046	21 - 40 percent	.027	.018	.006
41 - 60 percent	.038	.044	.052	41 - 60 percent	*	.371	.183
61 - 80 percent	*	*	.571	61 - 80 percent	.094	.009	.019
81- 100 percent	.061	.082	.062	81- 100 percent	.008	.000	.000
Total	.040	.046	.042	Total	.010	.013	.013
Small-Size Cities				State Excluding N.Y.C.			
0 - 20 percent	.016	.013	.018	0 - 20 percent	.010	.010	.010
21 - 40 percent	.021	.031	.017	21 - 40 percent	.018	.020	.025
41 - 60 percent	.012	.022	.018	41 - 60 percent	.022	.031	.034
61 - 80 percent	.000	*	.031	61 - 80 percent	.025	.025	.031
81- 100 percent	*	.250	.000	81- 100 percent	.021	.036	.031
Total	.017	.016	.019	Total	.012	.013	.014
				TOTAL STATE	.016	.018	.019

*No high schools in this category.

**Minority Composition = Enrollment of Black, Hispanic, American Indian, Alaskan Native, Asian and Pacific Islander divided by total enrollment.

Alternative Program Participation Rate = Number of students who left a regular public high school program and entered an alternative high school equivalency preparation program or other diploma program leading to a G.E.D. divided by grade 9-12 enrollment including the portion of ungraded secondary enrollment that can be attributed to grades 9-12.

TABLE 6.16
DISTRIBUTION OF ALTERNATIVE PUBLIC HIGH SCHOOL EQUIVALENCY PROGRAM PARTICIPATION RATES BY POVERTY STATUS OF SCHOOL AND COMMUNITY TYPE
NEW YORK STATE
1985-86 TO 1987-88

Community Type/Poverty Status of School**	Average Participation Rate			Community Type/Poverty Status of School**	Average Participation Rate		
	1985-86	1986-87	1987-88		1985-86	1986-87	1987-88
New York City				Large-Size Central Districts and Village Districts			
0 - 20 percent	NA	NA	NA	0 - 20 percent	.010	.011	.009
21 - 40 percent	NA	NA	NA	21 - 40 percent	.007	.011	.013
41 - 60 percent	NA	NA	NA	41 - 60 percent	.002	.008	.004
61 - 80 percent	NA	NA	NA	61 - 80 percent	*	*	*
81- 100 percent	NA	NA	NA	81- 100 percent	*	*	*
Total	.024	.027	.027	Total	.009	.011	.009
Large-Size Cities				Medium-Size Central Districts			
0 - 20 percent	.029	.021	.014	0 - 20 percent	.005	.007	.010
21 - 40 percent	.026	.027	.049	21 - 40 percent	.007	.004	.019
41 - 60 percent	.023	.023	.054	41 - 60 percent	*	*	.024
61 - 80 percent	.055	.087	.064	61 - 80 percent	.007	.029	.017
81- 100 percent	*	.114	.157	81- 100 percent	*	*	*
Total	.026	.027	.047	Total	.006	.006	.011
Medium-Size Cities				Small-Size Central Districts			
0 - 20 percent	.026	.040	.027	0 - 20 percent	.010	.011	.011
21 - 40 percent	.059	.049	.061	21 - 40 percent	.007	.015	.016
41 - 60 percent	.254	.260	.345	41 - 60 percent	.008	.009	.020
61 - 80 percent	.077	.475	.236	61 - 80 percent	.000	.031	*
81- 100 percent	.231	.154	*	81- 100 percent	.119	.099	.000
Total	.040	.046	.042	Total	.010	.013	.013
Small-Size Cities				State Excluding N.Y.C.			
0 - 20 percent	.017	.016	.020	0 - 20 percent	.011	.012	.011
21 - 40 percent	.012	.016	.015	21 - 40 percent	.017	.019	.028
41 - 60 percent	.038	.034	.005	41 - 60 percent	.025	.025	.045
61 - 80 percent	*	*	.000	61 - 80 percent	.033	.073	.047
81- 100 percent	*	*	*	81- 100 percent	.126	.102	.038
Total	.017	.016	.019	Total	.012	.013	.014
				TOTAL STATE	.016	.018	.019

*No high schools in this category.

**Poverty Status = Percent of students who are members of families whose primary means of support is a public welfare program.

Alternative Program Participation Rate = Number of students who left a regular public high school program and entered an alternative high school equivalency preparation program or other diploma program leading to a G.E.D. divided by grade 9-12 enrollment including the portion of ungraded secondary enrollment that can be attributed to grades 9-12.

TABLE 6.17

HIGH SCHOOL EQUIVALENCY DIPLOMAS AWARDED
BY AGE AND ETHNICITY*

NEW YORK STATE

SEPTEMBER 1988 TO AUGUST 1989

Race/Ethnicity	Candidate Age on Date of Testing									
	16 - 17	18 - 19	20 - 24	25 - 29	30 - 34	35 - 39	40 - 49	50 - 59	60+	Total
Alaskan Native	0	0	0	0	0	1	0	0	0	1
American Indian	3	26	50	18	12	12	5	1	2	129
Asian	2	62	95	55	30	29	16	4	2	295
Black	87	922	1,560	956	614	347	277	56	25	4,844
Hispanic Origin	36	689	1,414	682	461	270	189	48	11	3,800
Pacific Islander	0	3	8	7	4	0	2	0	0	24
White	123	1,885	2,767	1,337	894	657	692	290	97	8,742
Unknown	4,459	6,358	3,049	1,962	1,536	924	917	274	88	19,567
Total	4,710	9,945	8,943	5,017	3,551	2,240	2,098	673	225	37,402

* The age and ethnicity categories are those utilized by the American Council on Education in compiling their annual statistical report.

Source: NYSED, Division of Education Testing.

TABLE 6.18
ENROLLMENT IN ADULT BASIC EDUCATION PROGRAMS
NEW YORK STATE
1985-86 TO 1987-88

Year	Enrollment
1985-86	610,068
1986-87	729,767
1987-88	731,114

CHAPTER 7: PUBLIC SCHOOL TEACHERS AND ADMINISTRATORS

Classroom teachers and school administrators are the persons most responsible for establishing expectations for students, and for transmitting to students the knowledge, skills and aspirations needed for academic success. The interaction between students and teachers is the core of the learning experience. Therefore, teachers must be well prepared and effective in communicating with students in order to nurture an educational environment of the highest quality within the schools.

During 1988-89, over 177,800 persons were teaching in New York State's public school classrooms. An additional 35,773 people held other professional positions in the schools across the State, including superintendents, principals, department chairpersons and support services staff. The number of classroom teachers and other professionals has been steadily increasing since 1980-81, although this increase during the 1980s was preceded by a decade of decline in the number of both classroom teachers and other professionals. (Table 7.1)

Between 1980-81 and 1988-89 there was an increase of over 14,000 teachers in the classroom and an additional 9,810 other professionals. This represents an increase of 13 percent and 37.8 percent in these areas respectively. During this same period, student enrollment in public schools declined approximately 10.1 percent. Together, these two trends have resulted in smaller class sizes in the public schools and reduced pupil/teacher ratios.

The number of public school students enrolled in seven major courses[1] over the past nine years indicates a consistent decrease in the average size of classes in these courses. Statewide, the smallest decrease in average class size was in kindergarten classes where, since 1980, average class enrollment dropped from 22.9 percent to 21.8 percent. The largest decrease in average class size was in English 9. This course enrolled an average 25.2 students in 1980-81 compared to 22.2 students in 1988-89.

New York City public schools made significant improvements in average class size during the period of 1980-81 to 1988-89. Of particular note are decreases for classes in the elementary grades (4.5 fewer students per class), English 9 (3.8 fewer students per class) and English 7 (2.4 fewer students per class). The Other Big 5 city public schools experienced most improvement during this period in U.S. History (4.1 fewer students per class), English 7 (3.6 fewer students per class) and English 9 (3.2 fewer students per class). (Table 7.2)

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[1]The seven courses included in this analysis were: kindergarten, grades 1-6, English 7, English 9, Regents Biology and U.S. History.

In 1982-83, on a statewide average, districts employed one classroom teacher[2] for every 17.3 students; in 1988-89, the ratio was one teacher for every 14.3 students. In New York City, the pupil/teacher ratio during 1988-89 was not quite as favorable as the statewide average. New York City public schools employed one classroom teacher for every 17.1 students. However, in the Other Big 5 districts, the pupil/teacher ratio was actually more favorable than the statewide average of one teacher for every 13.5 students.

While the pupil/teacher ratio has improved since 1982-83, the ratio of students/pupil services professionals has not. During 1982-83, districts statewide employed 4.4 pupil personnel professionals for every 1,000 students. In 1988-89, there was an average of 4.0 pupil personnel professionals for every 1,000 students. There was only a very small difference (0.1 FTE per 1,000 students) in the student/pupil personnel professional ratio between New York City and the Other Big 5 districts. (Tables 7.17 and 7.21)

Racial/Ethnic Composition

The minority composition of the State's public school professional force, like that of their students, has been increasing since 1970-71 when Blacks and Hispanics represented only 4.6 percent of all classroom teachers and 5.0 percent of all professional staff. During the 1988-89 academic year, these two minority groups comprised 11.4 percent of teachers – over a two-fold increase since 1970-71. Also during 1988-89, Blacks and Hispanics comprised 12.0 percent of all professional staff – more than twice the percentage they represented in 1970-71. The statewide total, however, masks significant concentrations of minority teaching staffs in the Big 5 City districts. Blacks and Hispanics represent 27.1 percent of New York city's professional staff and 17.6 percent of the professional staff in the Other Big 5 districts. These numbers compare with 2.6 percent for the remaining districts in the State. (Table 7.3)

Even though the percentage of minority professional staff has been increasing over the last nine years, the 1988-89 racial/ethnic composition of teachers and other professional staff is not comparable to the racial/ethnic distribution of their students.

[2]The denominator in each ratio is total staff which includes both full-time and part-time staff.

RACIAL/ETHNIC COMPOSITION OF PROFESSIONAL STAFF AND STUDENTS
NEW YORK STATE PUBLIC SCHOOLS
1988-89

District Type	Enrollment	Classroom Teachers	Other Prof. Staff
New York City			
Black	38.4%	18.3	17.2%
Hispanic	34.3	9.1	8.6
Other Minorities	7.4	1.5	2.1
White	19.8	71.0	72.0
Other Big 5			
Black	44.8	13.2	18.4
Hispanic	11.4	3.0	6.0
Other Minorities	2.3	0.9	0.9
White	41.4	83.0	74.7
Rest of State			
Black	6.5	1.9	2.7
Hispanic	3.0	0.5	0.7
Other Minorities	2.2	0.3	0.4
White	88.3	97.3	96.2

Source: NYSED, Information Center on Education.

The above table demonstrates two important facets of concern regarding the adequacy of the racial/ethnic composition of the State's teaching force. First, when the data are disaggregated, the discrepancy in the racial/ethnic composition between student and teacher is greatest for Hispanics. Second, the discrepancy in racial/ethnic comparability between students and teachers is greatest in New York City, where approximately 80 percent of the city's public school students are minorities while only 29 percent of its teachers are from minority backgrounds.

Certification Status

An analysis of the certification status of the teaching force indicates that teachers in New York State are, as a group, well prepared, with 75.8 percent of teachers holding

permanent certification. The minimum requirements for this class of certification are a master's degree and two years' teaching experience. Several key curriculum areas in which the percentage of permanently certified teachers is below the statewide average are bilingual education (45.9 percent), English as a second language (53.9 percent), humanities/performing arts (64.8 percent), and several special education fields (47.3-69.8 percent). These same curriculum areas, logically, have the highest percentages of teachers teaching subjects in which they are not certified. (Table 7.4)

Among nonteaching public school professional personnel, the percentage of those with permanent certification status is also quite high, although there is a difference between administrators and pupil personnel staff. Almost all superintendents have permanent certification; the percentages for specific fields range from 90.9 percent for assistant superintendent specialists to 97.3 percent for superintendents in dependent districts. The percentages of principals with permanent certification range from 76.4 percent for assistant elementary school principals and assistant junior-senior high school principals to 94.9 percent for middle school principals.

Pupil personnel staff include attendance teachers, school psychologists, social workers, guidance counselors, nurse-teachers, school nurses, and dental hygienists. As a group, persons in these fields have somewhat lower percentages of permanent certification compared to administrators, ranging from 60.5 percent for attendance teachers to 90.0 percent for nurse-teachers. (Table 7.5)

Gender Composition

Currently two-thirds of the State's teachers are women. Table 7.4 shows that women are especially strongly represented in prekindergarten, kindergarten, home economics, special education, library, gifted and talented, and common branch elementary grades. Men tend to hold higher percentages of teaching positions in occupational education subfields, safety education, social studies, and science.

Among nonteaching professionals (Table 7.5), men and women experience relative equity statewide when the statistics for all professional positions are aggregated. Men hold 50.8 percent of all nonteaching professional positions and women the remaining 49.2 percent. However, when the statistics are broken out by specific subfields, there are very distinct differences.

Men hold significantly greater percentages of leadership positions (defined to include superintendents, principals and department chairpersons). In fact, in the 1988-89 school year, 95.5 percent of independent school district superintendents and 93.1 percent of dependent district superintendents were males. Women were only marginally better represented in the deputy and assistant superintendent fields, comprising between 12.6

percent and 26.1 percent of all persons employed in these fields. Among principals and department chairs, women fare somewhat better; there is greater participation by women in the professional fields of assistant special school principal (61.0 percent women and 39.0 percent men) and assistant elementary school principal (51.0 percent women and 49.0 percent men).

Table 7.7 shows the percent of women administrators in selected professional fields since 1968-69. This table demonstrates that the percent of women acting in the role of school superintendent has not changed much in the last 20 years. However, since 1968-69, the percentage of women in the positions of deputy, associate or assistant superintendents increased 16 points, while the percent of women in the position of school business manager increased almost 19 points during this period.

Women clearly predominate in the professional support services positions (defined to include nurse-teacher, school nurse, dental hygienist, social worker, guidance counselor, and school psychologist). In fact, the State Education Department reported school nurse as 100.0 percent female. Men do hold the majority of positions as attendance teachers (65.5 percent male and 34.5 percent female). In the remaining professional pupil services fields, women hold the majority of positions in varying percentages. (Table 7.5)

Salary

The salary requirements of both instructional and noninstructional education staff necessarily reflect and support the regional costs to the school district, the level of professional experience of staff as well as formal classroom training (degree status) and the attainment of permanent certification status in areas appropriate to formal responsibilities. This section will assess and evaluate the impact of each of these components on salary structures currently maintained for New York State's teaching and noninstructional school district staff.

The largest component of educational expenditures consists of the salaries paid instructional staff. The median salary of public school teachers during 1988-89 was $36,654, an increase of 71.9 percent from 1980-81 (Table 7.8)

When median teacher salaries are adjusted for inflation and disaggregated by degree status and years of experience, the rate of salary increases is significantly less. For example, median salaries for new teachers (those with only one year of experience) only increased between 30.1 and 33.5 percent, depending on degree status between 1983-84 and 1988-89. For teachers with ten years and 16-20 years experience, the median salary only increased between 8.6 and 21.1 percent, again, depending on degree status. When the median salary of teachers in 1988 is compared against those in 1978, only first year teachers, regardless of degree status, have shown significant gains in earning power. Those

teachers with greater than 10 years experience have, in most cases, lost as much as 3.2 percent of their salaries. The exception is for teachers having 16 to 20 years of experience and a master's degree. These teachers have seen a net gain of 1.5 percent since 1978. (Table 7.9)

Calculating a statewide median salary, while useful, masks regional differences in salary schedules. For example, during 1988-89, the statewide median salary for teachers with a bachelor's degree and ten years experience was $26,234. However, average regional salaries for these teachers ranged from a low of $21,132 in the eastern Southern Tier to a high of $30,861 in Nassau and Suffolk counties – a difference of $9,729. The difference in the lowest and highest average regional salaries among a given group of teachers increased as the highest degree held by the teachers increased. For teachers with a doctorate and ten years experience, the difference in the endpoints of the average regional salary range was $15,728 – $5,999 more than that of teachers with comparable experience but holding only a bachelor's degree. (Table 7.10)

The salary percentiles for public school teachers and noninstructional staff shown in Tables 7.11 and 7.12 demonstrate the wide range of salaries in percentiles offered to school officials based upon area of specialty and attendant responsibilities. Table 7.11 shows that public school teachers working with emotionally, mentally and physically disabled students earn less on average than other teachers in the same percentile range. Bilingual and English as a Second Language teachers also seem to earn less across all percentiles considered in this table. As Tables 7.13 and 7.15 show, the discrepancies in pay toward lower salary levels may well be related to the overall levels of years experience and degree status of staff teaching in these professional fields.

For the noninstructional staff shown on Table 7.12, the same conclusions can be drawn for the positions previously identified as being filled by women professionals. School psychologists, guidance counselors, social workers and nurses all have salaries which are significantly lower than their percentile average would suggest.

Experience

One reason for the apparent disparity in pay for the teachers and noninstructional staff identified in Tables 7.11 and 7.12 can be related to a high turnover rate in these professional areas. Although the State's teaching and nonteaching work force, as a whole, is highly experienced (an average of 17 years of professional service), teachers in special education and Bilingual/English as a Second Language classes had significantly less experience than the average for each percentile group shown in Table 7.13. To a lesser degree, the same held true for the noninstructional staff shown in Table 7.14.

Degree Status

The educational level obtained by teaching and noninstructional staff affects not only the quality of the school experience for students, but also the expectations and salary demands of professionals. Tables 7.15 and 7.16 show the degree status of classroom teachers and noninstructional professionals by professional field. Table 7.15 shows that over 66 percent of classroom teachers held a master's degree or greater accreditation in 1988-89. Teachers in the areas of library skills, reading and instructional technology had the overall highest rates for attaining degrees at the master's level and above. For the noninstructional staff shown in Table 7.16, 87.0 percent of professionals had attained at least a master's degree during the same time period. Fields not well represented by the achievement of higher degrees included business managers, attendance teachers, nurses and dental hygienists.

Inservice Education

While experience and degree status are important measures of the qualifications of the State's overall teaching force, the extent to which current teachers participate in inservice education activities is also a useful factor in assessing the quality of the teaching force. The major support for inservice training of education professionals is the State-funded Teacher Resource and Computer Training Centers. The centers were created by the Legislature in 1984 to provide teachers with an opportunity to develop systematic, ongoing inservice training programs, to assure the dissemination and application of educational research developments to classroom instruction, and to develop new curricula and curricular materials specifically designed to meet the educational needs of students as identified by teachers themselves. The teacher center concept is a collaborative one, involving teachers, school administrators, higher education representatives, business and industry, and parents.

Specific major activities currently undertaken by the teacher centers include training in: instructional methodologies; student assessment strategies; computer literacy, applications and software evaluation; use of video and telecommunications technology; curriculum development; and application of educational research. Other important activities are helping teachers stay abreast of current developments in their curriculum areas, especially in the sciences, mathematics and technology fields, and maintaining resource libraries.

In the initial year of the program, 1984-85, State funds totaling $3.5 million supported the activities of 44 centers statewide. During the 1988-89 school year, the program had expanded to include 99 centers funded by an appropriation of $16.0 million. These 99 centers serve over 200,000 teachers and other education professionals employed by 600 school districts and 35 BOCES.

Title II of the Education for Economic Security Act (EESA) is a federal entitlement program which provides funds to local educational agencies and institutions of higher education for improving the skills of teachers and the quality of instruction in mathematics, science, computer learning and foreign languages. In 1988-89, approximately $3.5 million was allocated to New York State school districts to support inservice training programs for public and nonpublic school teachers of mathematics and science. Teacher training is conducted through a variety of means including: workshops, conferences, seminars and tuition reimbursement.

Approximately 70 percent of the public school districts in the State participate in this program. In compliance with the legislation, nonpublic school teachers are permitted, if they desire, to participate in the public schools' inservice activities on an equitable basis. The State Education Department utilized approximately $135,000 of the 1988-89 EESA Title II funds to disseminate model programs for teacher training targeted specifically for underrepresented and underserved student populations.

Funds are also available to institutions of higher education to conduct training and inservice programs in mathematics, science and foreign language instruction. In 1988-89, about $1.6 million was awarded on a competitive basis to 43 colleges and universities to conduct programs. An additional $437,000 was awarded to ten postsecondary institutions to operate model programs designed to increase access of historically underserved and underrepresented populations to mathematics, science and foreign language instruction.

In addition to the Teacher Centers and the EESA Title II program, public school districts conduct locally-initiated and locally-designed inservice activities. While State Education Department staff frequently participate in such programs or provide technical assistance in planning them, the Department does not currently maintain comprehensive records about these programs.

Teacher Turnover

Across the State, approximately nine percent of the teachers who had taught in public schools during 1987-88 did not return to teaching in the 1988-89 academic year. The curriculum areas having the highest turnover rates were foreign languages and special education (both with a ten percent turnover rate) and occupational education (nine percent). The subjects with the lowest turnover rates were elementary education (K-6), social studies and mathematics; all had a turnover rate of seven percent. Overall, turnover was greater for female than male teachers. (Table 7.18)

School districts had to hire replacements for the majority of staff who did not return to teaching. While some hires were experienced teachers who taught in another district the previous year, a significant portion of the candidates for the teaching vacancies

came from a pool of people recently certified to teach. In 1988-89, the State Education Department issued 28,791 teacher certificates, 3,636 administrator certificates, and 2,156 certificates in pupil personnel fields. The most teaching certificates were awarded for elementary grades N-6 (37.9 percent) and special education (18.2 percent).

The gender distribution of certificates awarded, to a large degree, mirrored the gender distribution of the current teaching force. Females received almost all the certificates issued in home economics (99 percent), elementary grades N-6 (92 percent) and special education (91 percent). These are all fields in which females are generally concentrated as part of the total teaching force. The only subjects in which certificates were awarded to a majority of males were industrial arts (90 percent), vocational education (54 percent), and physical education (51 percent); all are areas in which males represent significant percentages of the current work force.

Of the administrator certificates issued during 1988, females received 57 percent of those issued in the area of school district administrator and 58 percent of those in the area of school administrator and supervisor. These percentages are in sharp contrast to the percentages of females who are currently employed in professional fields requiring these certificates as shown on Table 7.5.

The gender differences among certificate recipients in the pupil personnel fields were somewhat greater than the gender difference among currently-employed professionals in these fields. For example, three-quarters of the certificates for school counselor were issued during 1988-89 to females while little more than half (54.8 percent) of the State's current guidance counselors are females. (Table 7.19)

Data on the race/ethnicity of persons receiving teacher and administrator certificates are not currently available. However, the Department does have data from Fall 1988 concerning the race/ethnicity on "new teacher hires" for the Big 5 public school districts and the rest of the State. These data indicate that school districts are acting affirmatively in their recent hiring decisions. Districts, particularly the Big 5 cities, are hiring higher percentages of Blacks, Hispanics and other minorities than the percentages these populations represent in the total professional staff. (Table 7.20)

New York City Teachers

A comparison of the New York City teaching force with teachers working in the Other Big 5 cities and the State's remaining districts on several key characteristics previously reviewed indicates that the New York City teaching force is somewhat less stable than in other districts. During 1988-89, New York City had:

- the highest average pupil/teacher ratio: about 20 percent higher than either the Other Big 5 cities or the remaining districts;

- the highest teacher turnover rate: almost one-third higher than the Other Big 5 districts and almost twice the rate of all other districts; and

- the lowest percentage of teachers with permanent certification or licensure: 66.3 percent compared to 75.3 percent for the Other Big 5 cities and 80.5 percent for the remaining public school districts, (although the percentage of teachers who taught outside their field of certification in New York City is consistent with the rates in all other districts). (Table 7.21)

Teacher Characteristics and Minority Schools

Table 7.22 presents selected characteristics of teachers disaggregated by where they teach and by the minority composition of the public schools in which they teach. Among the three categories of schools (New York City, Other Big 5 districts and Rest of State), there is a general pattern of schools with greater percentages of minority students having higher teacher turnover rates and higher percentages of teacher not certificated (or licensed) in the subjects they teach. For example, public schools in the Other Big 5 cities with 0 to 20 percent minority enrollments had a teacher turnover rate of three percent compared to nine percent for Other Big 5 city schools with minority enrollments in excess of 80 percent. Another example is in New York City where the percentage of teachers not certified/licensed is 4.2 percent for schools with 0 to 20 percent minority students. In schools with greater than 80 percent minority enrollments, 11 percent of the teachers are not certified/licensed.

The patterns between minority composition and teachers' educational attainment and professional experience are somewhat more varied in districts outside New York City. In New York City, the percentage of teachers with educational credentials beyond a master's degree is consistently lower as the minority composition of the schools increase. Likewise, the median years of teaching experience declines for teachers as the minority composition of the schools increase in New York City.

Among all schools statewide with minority enrollments greater than 80 percent, New York City schools have the highest teacher turnover rates, the highest percentage of teachers who are teaching outside their subject of certification, and the least median years of experience. On the other hand, among this same group of schools, New York City teachers have the highest percentage of teachers holding educational credentials beyond the master's degree. Teachers in schools with greater than 80 percent minorities in the Other Big 5 districts, in contrast, had the lowest turnover rate, the lowest percentage not certified in the subjects they teach and the highest median years of professional experience.

TABLE 7.1

PROFESSIONAL STAFF IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

NEW YORK STATE

1970-71 TO 1988-89

Year	Classroom Teachers	Other Professional Staff*	Total Professional Staff
1970-71	185,223	27,943	213,166
1975-76	177,486	26,500	203,986
1980-81	163,837	25,963	189,800
1985-86	169,615	26,462	196,077
1986-87	170,354	29,713	200,067
1987-88	176,910	36,177	213,087
1988-89	177,871	35,773	213,644

*Includes administrators, guidance counselors, school nurses, psychologists and other professional staff who devote more than half of their time to nonteaching duties.

TABLE 7.2
PUBLIC SCHOOL AVERAGE CLASS SIZE IN SELECTED COURSES
NEW YORK STATE
1980-81 TO 1988-89

Course/Year	New York City	Other "Big 5" Cities*	Rest of State	Total State
Kindergarten				
1980-81	25.0	23.6	22.2	22.9
1985-86	24.9	23.5	21.0	23.3
1988-89	24.3	23.1	20.6	21.8
Grades 1 - 6				
1980-81	31.5	24.9	23.4	25.8
1985-86	27.9	24.1	22.1	24.1
1988-89	27.0	24.3	22.0	23.6
English 7				
1980-81	31.4	25.6	23.5	25.4
1985-86	29.7	23.4	21.4	23.6
1988-89	29.0	22.0	20.8	23.1
English 9				
1980-81	31.5	25.3	23.2	25.2
1985-86	28.9	24.5	21.8	23.7
1988-89	27.7	22.1	20.3	22.2
Biology-Regents				
1980-81	33.0	25.9	23.8	26.0
1985-86	31.4	26.4	23.6	25.8
1988-89	30.8	22.8	21.7	24.0
U.S.History				
1980-81	31.7	27.1	23.8	25.7
1985-86	29.9	24.6	22.3	24.3
1988-89	29.5	23.0	21.1	23.4

*Buffalo, Rochester, Syracuse and Yonkers.

TABLE 7.3
PERCENT DISTRIBUTION OF PUBLIC SCHOOL PROFESSIONAL STAFF
BY RACIAL/ETHNIC ORIGIN
NEW YORK STATE
1970-71 TO 1988-89

School Year	New York City				Other "Big 5" Cities [1]				Rest of State				Total State			
	Black	Hispanic	Other Minority [2]	White	Black	Hispanic	Other Minority [2]	White	Black	Hispanic	Other Minority [2]	White	Black	Hispanic	Other Minority [2]	White
1970-71																
Classroom Teachers	7.8%	1.3%	0.4%	90.5%	9.0%	0.4%	0.2%	90.4%	1.5%	0.3%	0.2%	98.0%	4.0%	0.6%	0.2%	95.2%
Principals	7.8	0.9	0.1	91.2	8.7	--	--	91.3	0.9	0.1	0.1	98.9	2.9	0.2	0.1	96.8
Other Professional Staff [3]	12.8	2.8	0.2	84.2	9.3	0.5	0.2	90.0	2.7	0.4	0.4	96.5	6.4	1.2	0.4	92.0
Total Professional Staff	8.5	1.6	0.3	89.6	9.0	0.4	0.3	90.3	1.7	0.3	0.2	97.8	4.3	0.7	0.3	94.7
1980-81																
Classroom Teachers	12.0%	5.3%	0.7%	82.0%	12.3%	1.9%	0.4%	85.4%	2.0%	0.4%	0.2%	97.4%	5.5%	2.0%	0.4%	92.1%
Principals	19.6	5.2	0.5	74.7	19.5	1.5	--	79.0	2.3	0.2	0.2	97.3	7.4	1.5	0.3	90.8
Other Professional Staff [3]	10.7	3.7	0.4	85.2	13.5	2.6	0.8	83.1	7.3	2.0	0.8	89.9	8.1	2.2	0.9	88.8
Total Professional Staff	12.0	5.2	0.6	82.2	12.7	2.0	0.5	84.8	3.0	0.7	0.4	95.9	6.0	2.0	0.5	91.5
1985-86																
Classroom Teachers	17.4%	7.8%	1.2%	73.6%	13.9%	2.4%	0.8%	82.9%	2.0%	0.4%	0.3%	97.3%	7.9%	3.0%	0.6%	88.5%
Principals	19.9	7.7	1.0	71.4	25.0	2.2	0.5	72.3	2.7	0.3	0.1	96.9	8.2	2.3	0.4	89.1
Other Professional Staff [3]	17.6	7.1	2.0	73.3	14.9	2.8	0.8	81.5	3.1	0.5	0.5	95.9	9.6	3.4	1.2	85.8
Total Professional Staff	17.5	7.7	1.3	73.5	14.3	2.4	0.7	82.6	2.2	0.4	0.3	97.1	8.2	3.1	0.7	88.0
1988-89																
Classroom Teachers	18.3%	9.1%	1.5%	71.0%	13.2%	3.0%	0.9%	83.0%	1.9%	0.5%	0.3%	97.3%	7.9%	3.5%	0.7%	87.8%
Principals	19.0	8.2	1.1	71.8	25.2	3.0	0.5	71.3	3.2	0.4	0.5	95.9	8.3	2.5	0.6	88.6
Other Professional Staff [3]	17.2	8.6	2.1	72.0	18.4	6.0	0.9	74.7	2.7	0.7	0.4	96.2	10.0	4.6	1.2	84.2
Total Professional Staff	18.1	9.0	1.6	71.2	14.2	3.4	0.9	81.5	2.1	0.5	0.3	97.1	8.3	3.7	0.8	87.3

[1] Buffalo, Rochester, Syracuse and Yonkers.

[2] Includes American Indian, Alaskan Native, Asian and Pacific Islander.

[3] Includes administrators, guidance counselors, school nurses, psychologists and other professional staff who devote more than half of their time to nonteaching duties.

TABLE 7.4
CERTIFICATION STATUS AND GENDER OF PUBLIC SCHOOL TEACHERS BY PROFESSIONAL FIELD
NEW YORK STATE
1988-89

Professional Field	Certification Status			Gender	
	Permanent	Provisional	Other*	Male	Female
Prekindergarten	68.2%	25.5%	6.3%	1.9%	98.1%
Kindergarten	78.1	18.4	3.5	3.0	97.0
Common Branch	80.7	16.3	3.0	14.4	85.6
Gifted/Talented	80.5	10.0	9.6	13.0	87.0
Library	83.8	8.2	8.0	11.3	88.7
Learning Disabled	69.1%	23.0%	7.9%	17.5%	82.5%
Autistic	47.3	40.4	12.3	18.6	81.4
Mentally Handicapped	69.8	20.1	10.1	23.9	76.1
Emotionally Handicapped	56.6	31.7	11.8	34.5	65.5
Physically Handicapped	69.8	18.3	11.9	8.0	92.0
Mixed Handicapped	63.5	20.0	16.5	18.5	81.5
Multiply Handicapped	54.1	28.6	17.3	16.9	83.1
Reading	81.0%	8.3%	10.7%	16.9%	83.1%
English Language	77.9	12.5	9.6	36.9	63.1
Foreign Language	65.3	20.1	14.6	26.7	73.3
Bilingual Education	45.9	32.0	22.1	24.0	76.0
English as a Second Language	53.9	25.0	21.0	20.6	79.4
Mathematics	76.0%	13.7%	10.3%	50.1%	49.9%
Science	69.7	14.1	16.3	66.2	33.8
Social Studies	78.6	13.6	7.8	68.3	31.7
Art	76.4	16.4	7.2	32.6	67.4
Music	77.4	18.5	4.1	48.9	51.1
Art/Music	70.5	18.2	11.4	37.6	62.4
Health Education	73.8%	13.0%	13.1%	53.4%	46.6%
Health Occupations	61.1	13.6	25.3	10.0	90.0
Safety Education	79.6	5.9	14.5	94.1	5.9
Physical Education	82.8	13.1	4.1	59.7	40.3
Agriculture	49.2	11.6	39.1	83.2	16.8
Business/Marketing	63.8	9.8	26.4	38.4	61.6
Home Economics	75.9%	10.7%	13.4%	7.7%	92.3%
Technology (Industrial Arts)	74.9	9.3	15.9	96.2	3.8
Trade Education	54.7	12.6	32.7	84.2	15.8
Technical Education	54.7	13.2	32.1	82.2	17.8
Occupational Education-General	65.7	11.3	23.1	53.2	46.8
Occupational Cooperative Work Exp.	44.8	9.8	45.4	50.0	50.0
General Coop. Work Experience	47.8%	10.8%	41.4%	53.0%	47.0%
Instructional Technology	37.6	10.8	51.6	58.9	41.1
Humanities/Performing Arts	64.8	20.5	14.7	44.6	55.4
Combined Courses	66.7	19.2	14.2	46.9	53.1
Helping Teacher	73.0	15.2	11.8	39.8	60.2
Computer Studies	75.3	11.0	13.8	52.1	47.9
Summary of Teachers	75.8%	16.0%	8.2%	33.1%	66.9%

*Other includes persons teaching more than 20 percent of their time in a subject for which they hold no certification or a Temporary License.

TABLE 7.5
CERTIFICATION STATUS AND GENDER OF PUBLIC SCHOOL NONTEACHING PROFESSIONAL PERSONNEL BY PROFESSIONAL FIELD
NEW YORK STATE
1988-89

Professional Field	Certification Status			Gender	
	Permanent	Provisional	Other*	Male	Female
Superintendent-Independent	96.1%	--	3.9%	95.5%	4.5%
Superintendent-Dependent	97.3	--	2.7	93.1	6.9
Deputy or Associate Superintendent	89.2	1.7%	9.2	73.9	26.1
Assistant Superintendent	93.2	0.5	6.3	87.4	12.6
Asst. Superintendent Specialist	90.9	1.4	7.7	73.9	26.1
Business Manager	61.4%	1.8%	36.8%	79.6%	20.4%
Administrative Assistant	74.2	5.9	19.9	59.4	40.6
Director/Coordinator	68.5	6.7	24.9	55.9	44.1
Assistant Director/Coordinator	74.9	11.0	14.1	43.5	56.5
Supervisor	72.8	12.9	14.3	50.7	49.3
Attendance Teacher	60.5%	19.1%	20.4%	65.5%	34.5%
School Psychologist	78.6	16.9	4.5	45.8	54.2
Social Worker	62.7	27.7	9.6	26.4	73.6
**Guidance Counselor	74.7	19.8	5.5	45.2	54.8
Nurse-Teacher	90.0	6.0	4.0	0.5	99.5
**					
**School Nurse	85.5%	1.5%	13.0%	0.0%	100.0%
Dental Hygienist	84.6	2.6	12.8	2.5	97.5
Department Chairperson	52.0	7.5	40.5	63.8	36.2
Other Nonteaching Personnel	68.6	9.9	21.4	40.3	59.7
Other School Administrator	63.8	8.4	27.9	64.9	35.1
Elementary School Principal	92.2%	6.0%	1.9%	67.4%	32.6%
Middle School Principal	94.9	4.3	0.8	88.8	11.2
Junior High School Principal	91.8	6.1	2.0	84.6	15.4
K-12 School Principal	79.5	15.9	4.5	84.1	15.9
Senior High School Principal	92.8	4.7	2.5	85.5	14.5
Junior-Senior High School Principal	93.3	4.6	2.1	89.5	10.5
Special School Principal	88.1	11.1	0.7	57.1	42.9
Asst. Elem. School Principal	76.4%	20.9%	2.7%	49.0%	51.0%
Asst. Middle School Principal	84.5	12.0	3.5	73.5	26.5
Assistant Jr. H.S. Principal	83.9	12.9	3.3	74.3	25.7
Assistant K-12 School Principal	66.7	20.0	13.3	80.0	20.0
Assistant Sr. H.S. Principal	82.5	15.5	2.0	75.4	24.6
Assistant Jr.-Sr. H.S. Principal	76.4	14.6	9.0	84.1	15.9
Assistant Special School Principal	79.5	18.1	2.4	39.0	61.0
Summary of Nonteaching Personnel	74.5%	11.4%	14.1%	50.8%	49.2%

* Other includes persons teaching more than 20 percent of their time in a subject for which they hold no certification or a Temporary License.

** Excludes cities of New York, Buffalo and Rochester.

NOTE: Individuals may be counted in more than one field in this table. Row totals may not add to 100% due to rounding.

TABLE 7.6

PERCENT OF WOMEN PRINCIPALS, ASSISTANT PRINCIPALS AND CLASSROOM TEACHERS IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

NEW YORK STATE

1968-69 TO 1988-89

Year	Principals			Assistant Principals			Classroom Teachers		
	Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total
1968-69	21.5%	5.0%	16.2%	37.9%	14.6%	24.9%	83.9%	44.1%	61.4%
1972-73	18.7	3.2	14.0	35.1	10.8	21.8	82.6	43.6	59.0
1976-77	17.0	3.9	13.1	33.0	10.0	19.2	80.4	45.3	59.1
1980-81	18.3	5.7	14.3	31.9	11.8	19.2	81.3	44.2	60.5
1984-85	22.6	8.4	18.1	35.5	15.8	23.2	82.6	46.2	63.4
1985-86	24.6	10.2	19.9	35.4	18.4	25.0	83.4	47.4	64.6
1986-87	26.5	11.3	21.7	38.2	20.2	27.5	84.5	48.5	65.4
1987-88	27.9	12.7	23.2	40.5	22.6	30.1	85.0	49.7	66.2
1988-89	29.5	13.9	24.9	42.8	24.1	32.5	85.6	50.4	66.9

TABLE 7.7

PERCENT OF WOMEN ADMINISTRATORS IN SELECTED PROFESSIONAL FIELDS IN PUBLIC SCHOOLS

NEW YORK STATE

1968-69 TO 1988-89

Professional Field	1968-69	1972-73	1976-77	1980-81	1984-85	1985-86	1986-87	1987-88	1988-89
Superintendent Independent	1.7%	2.7%	0.9%	1.8%	4.1%	4.8%	4.7%	3.8%	4.5%
Superintendent Dependent	2.1	2.9	0.8	3.4	3.8	4.9	6.1	6.2	6.9
Deputy, Associate, Assistant Superintendent	6.9	7.3	8.6	10.3	13.9	14.6	15.5	20.0	22.5
Business Manager	1.7	7.1	11.2	14.1	18.7	19.6	18.9	21.0	20.4
Director/Coordinator	29.8	25.3	28.2	35.2	37.4	39.0	41.5	42.0	44.1
Assistant Director/Coordinator	50.7	37.0	35.6	43.9	44.1	44.4	53.4	53.1	56.5
Supervisor	50.8	45.8	51.2	40.2	46.9	45.7	46.2	47.4	49.3

TABLE 7.8

MEDIAN SALARY OF PUBLIC ELEMENTARY AND SECONDARY SCHOOL CLASSROOM TEACHERS

NEW YORK STATE
1970-71 TO 1988-89

Year	Median Salary
1970-71	$10,621
1975-76	16,300
1980-81	21,316
1985-86	30,490
1986-87	32,000
1987-88	34,500
1988-89	36,654

TABLE 7.9

MEDIAN SALARY OF PUBLIC SCHOOL CLASSROOM TEACHERS BY DEGREE STATUS AND EDUCATION EXPERIENCE IN ACTUAL DOLLARS AND IN 1978 DOLLARS

NEW YORK STATE

1978-79 TO 1988-89

Degree Status/Total Education Experience	Actual Dollars			Percent Change		
	1978-79	1983-84	1988-89	1978-83	1983-88	1978-88
Bachelor's Degree						
1 Year	$10,036	$14,500	$23,000	44.5%	58.6%	129.2%
10 Years	14,934	18,600	26,234	24.5	41.0	75.7
16-20 Years	17,913	24,491	32,000	36.7	30.7	78.6
BS +30 or Master's						
1 Year	$11,184	$14,885	$23,000	33.1%	54.5%	105.7%
10 Years	17,573	21,504	30,929	22.4	43.8	76.0
16-20 Years	20,175	28,801	37,154	42.8	29.0	84.2

Degree Status/Total Education Experience	1978 Dollars			Percent Change		
	1978-89	1983-84	1988-89	1978-83	1983-88	1978-88
Bachelor's Degree						
1 Year	$10,036	$ 9,492	$12,675	- 5.4%	33.5%	26.3%
10 Years	14,934	12,176	14,458	- 18.5	18.7	- 3.2
16-20 Years	17,913	16,032	17,635	- 10.5	10.0	- 1.6
BS +30 or Master's						
1 Year	$11,184	$ 9,744	$12,675	- 12.9%	30.1%	13.3%
10 Years	17,573	14,077	17,045	- 19.9	21.1	- 3.0
16-20 Years	20,175	18,853	20,476	- 6.6	8.6	1.5

TABLE 7.10

MEDIAN SALARY OF PUBLIC SCHOOL TEACHERS WITH TEN YEARS EXPERIENCE BY GEOGRAPHIC AREA AND DEGREE STATUS

NEW YORK STATE

1988-89

Geographic Area	Bachelor's Degree 10 Years Experience	BS + 30 or Master's 10 Years Experience	MS + 30 or Doctorate 10 Years Experience
New York City	$26,234	$36,654	$39,893
Nassau-Suffolk	30,861	35,658	39,346
Mid-Hudson	28,870	31,646	39,656
Upper-Hudson	25,358	27,443	28,260
Lake Champlain-Lake George	24,150	26,211	28,325
Black River-St. Lawrence	24,997	26,303	27,000
Upper Mohawk Valley	24,481	25,143	27,125
Central	23,741	25,900	27,245
Southern Tier-East	21,132	24,090	24,165
Southern Tier-Central	24,353	23,700	25,557
Southern Tier-West	22,751	24,350	25,799
Genesee-Finger Lakes	27,746	28,395	30,100
Western	25,767	28,371	30,547
Total State	$26,234	$30,929	$39,893

NOTE: BS + 30 denotes bachelor's degree plus 30 or more graduate hours. MS + 30 denotes master's degree plus an additional 30 or more graduate hours.

TABLE 7.11
SALARY PERCENTILES OF PUBLIC SCHOOL TEACHERS
BY PROFESSIONAL FIELD
NEW YORK STATE
1988-89

Professional Field	Salary Percentiles		
	25th	50th	75th
Prekindergarten	$25,695	$33,471	$42,249
Kindergarten	26,421	34,165	42,499
Common Branch	27,633	36,188	43,555
Gifted/Talented	29,002	38,004	45,584
Library	30,438	38,710	45,800
Learning Disabled	26,701	33,408	39,968
Autistic	24,176	29,474	37,968
Mentally Handicapped	26,067	32,713	40,464
Emotionally Handicapped	24,977	31,114	39,893
Physically Handicapped	25,297	31,219	39,129
Mixed Handicapped	25,696	31,782	39,893
Multiply Handicapped	24,080	30,287	38,717
Reading	29,020	37,788	45,584
English Language	29,900	38,844	45,584
Foreign Language	26,692	35,903	45,405
Bilingual Education	24,080	30,929	39,968
English as a Second Language	27,320	36,654	43,965
Mathematics	29,649	38,844	45,584
Science	30,129	39,892	45,800
Social Studies	31,042	40,400	45,800
Art	28,000	37,098	45,481
Music	27,100	36,002	44,888
Art/Music	26,165	35,672	43,303
Health Education	29,474	38,628	45,584
Health Occupations	28,059	36,654	43,207
Safety Education	28,927	36,011	43,876
Physical Education	30,431	39,069	45,784
Agriculture	25,832	32,010	37,500
Business/Marketing	30,129	38,639	45,800
Home Economics	27,259	34,430	42,077
Technology (Industrial Arts)	30,852	38,844	45,784
Trade Education	29,475	37,654	45,063
Technical Education	32,763	42,139	45,800
Occupational Education-General	28,143	36,654	43,961
Occupational Cooperative Work Experience	31,334	41,832	45,800
General Cooperative Work Experience	30,382	38,737	45,584
Instructional Technology	32,208	40,019	45,800
Humanities/Performing Arts	27,984	38,000	45,584
Combined Courses	29,151	39,721	45,800
Helping Teacher	28,273	36,845	45,584
Computer Studies	30,129	39,893	45,800
Summary of Teachers	$27,935	$36,654	$44,996

NOTE: Individuals may be counted in more than one field in this table.

TABLE 7.12
SALARY PERCENTILES FOR PUBLIC SCHOOL
NONTEACHING PROFESSIONAL PERSONNEL BY PROFESSIONAL FIELD
NEW YORK STATE
1988-89

Professional Field	Salary Percentiles		
	25th	50th	75th
Superintendent-Independent	$68,313	$80,000	$92,000
Superintendent-Dependent	50,000	56,000	65,000
Deputy or Associate Superintendent	61,229	69,000	76,782
Assistant Superintendent	50,749	61,000	70,618
Assistant Superintendent Specialist	55,000	65,000	74,000
Business Manager	42,345	46,926	58,034
Administrative Assistant	42,083	48,310	55,629
Director/Coordinator	40,269	45,800	54,409
Assistant Director/Coordinator	40,699	45,584	50,076
Supervisor	42,561	48,277	52,502
Attendance Teacher	30,392	41,637	45,800
School Psychologist	32,501	40,000	46,638
Social Worker	30,337	36,862	43,039
Guidance Counselor	35,500	45,085	47,360
*Nurse-Teacher	29,807	34,920	40,162
*School Nurse	14,790	18,220	22,400
*Dental Hygienist	21,127	30,138	34,669
Department Chairperson	43,115	50,350	53,921
Other Nonteaching Personnel	36,091	42,345	45,800
Other School Administrator	42,345	45,800	50,626
Elementary School Principal	50,181	57,367	61,229
Middle School Principal	51,034	59,948	65,415
Junior High School Principal	53,666	63,492	65,415
K-12 School Principal	38,000	41,000	45,000
Senior High School Principal	52,700	60,000	69,524
Junior-Senior High School Principal	42,780	48,410	55,266
Special School Principal	48,629	56,923	59,831
Assistant Elementary School Principal	48,500	50,608	53,151
Assistant Middle School Principal	46,566	50,608	53,921
Assistant Junior High School Principal	49,934	52,502	53,921
Assistant K-12 School Principal	26,477	36,470	42,028
Assistant Senior High School Principal	48,072	52,160	54,897
Assistant Jr.-Sr. High School Principal	36,650	41,200	51,000
Assistant Special School Principal	49,555	50,608	51,208
Summary of Nonteaching Personnel	37,854	45,800	52,502

*Excludes cities of New York, Buffalo and Rochester.

NOTE: Individuals may be counted in more than one field in this table.

TABLE 7.13
TOTAL YEARS OF EDUCATIONAL EXPERIENCE PERCENTILES
OF PUBLIC SCHOOL CLASSROOM TEACHERS
NEW YORK STATE
1988-89

Professional Field	Total Years of Educational Experience Percentiles		
	25th	50th	75th
Prekindergarten	6	13	20
Kindergarten	7	15	21
Common Branch	9	17	22
Gifted/Talented	10	17	22
Library	11	17	23
Learning Disabled	6	10	15
Autistic	4	7	11
Mentally Handicapped	6	11	19
Emotionally Handicapped	5	9	15
Physically Handicapped	6	10	16
Mixed Handicapped	6	10	16
Multiply Handicapped	4	9	15
Reading	11	17	22
English Language	11	18	22
Foreign Language	6	14	21
Bilingual Education	4	10	16
English as a Second Language	5	12	19
Mathematics	10	18	23
Science	10	19	24
Social Studies	12	20	25
Art	8	16	22
Music	7	16	23
Art/Music	6	15	21
Health Education	9	17	22
Health Occupations	6	15	19
Safety Education	14	20	27
Physical Education	10	18	23
Agriculture	7	15	21
Business/Marketing	10	17	23
Home Economics	10	16	21
Technology (Industrial Arts)	13	19	24
Trade Education	8	15	20
Technical Education	8	18	23
Occupational Education-General	10	17	23
Occupational Cooperative Work Experience	11	17	23
General Cooperative Work Experience	9	16	22
Instructional Technology	12	18	22
Humanities/Performing Arts	8	15	21
Combined Courses	9	16	22
Helping Teacher	9	16	22
Computer Studies	11	18	22
Summary of Teachers	8	16	22

TABLE 7.14
TOTAL YEARS OF EDUCATIONAL EXPERIENCE PERCENTILES OF PUBLIC SCHOOL NONTEACHING PROFESSIONAL PERSONNEL BY PROFESSIONAL FIELD
NEW YORK STATE
1988-89

Professional Field	Total Years of Educational Experience Percentiles		
	25th	50th	75th
Superintendent-Independent	22	27	32
Superintendent-Dependent	19	24	29
Deputy or Associate Superintendent	20	25	30
Assistant Superintendent	19	23	29
Assistant Superintendent Specialist	19	23	29
Business Manager	13	19	23
Administrative Assistant	17	21	25
Director/Coordinator	16	21	26
Assistant Director/Coordinator	14	19	23
Supervisor	15	20	27
Attendance Teacher	10	20	25
School Psychologist	6	11	19
Social Worker	4	7	12
Guidance Counselor	12	20	27
*Nurse-Teacher	14	19	23
*School Nurse	5	9	14
*Dental Hygienist	9	18	27
Department Chairperson	18	23	28
Other Nonteaching Personnel	11	17	22
Other School Administrator	16	21	25
Elementary School Principal	20	25	31
Middle School Principal	20	25	30
Junior High School Principal	22	27	31
K-12 School Principal	14	21	25
Senior High School Principal	20	25	30
Junior-Senior High School Principal	16	21	27
Special School Principal	18	21	27
Assistant Elementary School Principal	18	21	29
Assistant Middle School Principal	18	22	28
Assistant Junior High School Principal	18	22	29
Assistant K-12 School Principal	5	17	21
Assistant Senior High School Principal	18	22	28
Assistant Jr.-Sr. High School Principal	16	19	23
Assistant Special School Principal	14	17	23
Summary of Nonteaching Personnel	12	20	26

* Excludes cities of New York, Buffalo and Rochester.

NOTE: Individuals may be counted in more than one field in this table.

TABLE 7.15
DEGREE STATUS OF PUBLIC SCHOOL CLASSROOM TEACHERS
BY PROFESSIONAL FIELD
NEW YORK STATE
1988-89

Professional Field	Degree Status				
	Bachelor's or Less	Bachelor's + 30 or More Hrs.	Master's Degree	Master's + 30 or More Hrs.	Doctorate
Prekindergarten	23.2%	12.4%	41.6%	22.6%	0.2%
Kindergarten	24.7	17.5	37.6	20.0	0.3
Common Branch	22.6	18.3	37.4	21.4	0.4
Gifted/Talented	10.5	12.7	42.9	32.8	1.0
Library	3.0	7.6	46.9	42.0	0.6
Learning Disabled	14.7	7.0	44.8	32.7	0.7
Autistic	21.9	7.9	43.5	26.0	0.7
Mentally Handicapped	16.9	12.4	43.5	26.5	0.7
Emotionally Handicapped	20.4	10.2	38.3	30.3	0.8
Physically Handicapped	11.8	8.5	57.4	21.8	0.5
Mixed Handicapped	14.8	7.3	50.0	27.3	0.6
Multiply Handicapped	20.9	8.5	45.2	24.7	0.8
Reading	7.2	10.8	46.0	34.9	1.1
English Language	9.6	19.5	37.2	31.8	1.8
Foreign Language	15.5	16.9	33.7	31.4	2.5
Bilingual Education	25.7	13.2	34.6	25.1	1.4
English as a Second Language	13.1	10.2	35.7	38.8	2.2
Mathematics	11.5	19.8	33.7	33.9	1.1
Science	10.7	19.1	29.2	38.8	2.2
Social Studies	9.5	19.6	32.0	36.7	2.3
Art	12.9	22.3	38.6	25.6	0.6
Music	14.4	19.8	43.5	21.1	1.2
Art/Music	15.7	18.5	43.3	20.2	2.2
Health Education	11.6	21.9	32.8	32.9	0.7
Health Occupations	39.8	13.0	22.9	24.0	0.3
Safety Education	11.6	36.8	28.1	23.0	0.5
Physical Education	11.6	26.9	34.8	26.4	0.3
Agriculture	28.4	28.0	30.4	12.8	0.4
Business/Marketing	10.3	20.4	38.7	29.9	0.7
Home Economics	15.4	23.7	42.4	18.3	0.3
Technology (Industrial Arts)	13.1	24.9	37.2	24.2	0.6
Trade Education	62.5	14.2	13.0	9.9	0.5
Technical Education	33.0	14.8	22.7	27.9	1.5
Occupational Education-General	14.4	24.3	39.0	22.0	0.4
Occupational Cooperative Work Exp.	16.8	22.0	26.5	34.4	0.3
General Coop. Work Experience	15.5	13.5	31.3	39.3	0.4
Instructional Technology	9.0	9.0	38.3	43.1	0.5
Humanities	15.3	14.4	32.3	34.8	3.2
Combined Courses	12.1	16.6	31.3	37.6	2.5
Helping Teacher	13.8	17.2	36.5	31.7	0.7
Computer Studies	10.6	17.3	29.7	41.0	1.4
Summary of Teachers	15.6%	17.2%	38.0 %	28.2 %	1.0%

TABLE 7.16
DEGREE STATUS OF PUBLIC SCHOOL NONTEACHING PROFESSIONAL PERSONNEL BY PROFESSIONAL FIELD NEW YORK STATE 1988-89

Professional Field	Degree Status				
	Bachelor's or Less	Bachelor's + 30 or More Hrs.	Master's Degree	Master's + 30 or More Hrs.	Doctorate
Superintendent-Independent	--	0.7%	2.0%	42.4 %	54.9 %
Superintendent-Dependent	--	2.7	5.2	64.8	27.2
Deputy or Associate Superintendent	1.7 %	2.5	9.2	67.2	19.3
Assistant Superintendent	--	1.0	6.7	65.9	26.4
Assistant Superintendent Specialist	0.5	2.3	4.8	64.4	28.1
Business Manager	24.4	8.4	10.8	53.0	3.5
Administrative Assistant	2.7	8.0	11.7	71.8	5.9
Director/Coordinator	3.3	6.8	18.4	63.7	7.8
Assistant Director/Coordinator	2.8	5.9	16.0	68.7	6.6
Supervisor	2.5	4.2	11.5	72.5	9.3
Attendance Teacher	18.8	16.3	20.0	43.1	1.8
School Psychologist	--	2.4	8.9	61.6	27.1
Social Worker	1.4	1.5	43.5	52.6	1.1
Guidance Counselor	0.3	3.9	26.3	67.1	2.5
**Nurse-Teacher	48.3	16.2	23.2	11.9	0.3
**School Nurse	93.3	2.1	3.3	1.2	0.1
**Dental Hygienist	92.3	2.6	2.6	2.6	--
Department Chairperson	0.5	10.5	20.8	63.9	4.3
Other Nonteaching Personnel	8.2	8.6	22.7	56.5	4.0
Other School Administrator	1.9	8.7	19.9	66.5	3.0
Elementary School Principal	--	2.9	13.9	74.4	8.8
Middle School Principal	--	2.2	10.1	73.9	13.9
Junior High School Principal	--	1.2	8.4	80.3	10.0
K-12 School Principal	--	2.3	6.8	88.6	2.3
Senior High School Principal	--	2.4	10.3	75.4	11.9
Junior-Senior High School Principal	--	2.9	10.5	76.5	10.1
Special School Principal	--	2.9	9.6	79.4	8.1
Asst. Elem. School Principal	0.1	2.1	7.0	86.7	4.1
Asst. Middle School Principal	--	3.9	11.6	80.1	4.4
Asst. Jr. H.S. Principal	--	3.7	7.5	84.8	4.0
Asst. K-12 School Principal	--	6.7	33.3	60.0	--
Assistant Sr. H.S. Principal	0.3	3.0	8.5	82.7	5.5
Assistant Jr.-Sr. H.S. Principal	--	5.6	15.3	75.0	4.2
Assistant Special School Principal	--	1.2	4.8	91.7	2.4
Summary of Nonteaching Personnel	7.5	5.6	17.9	61.5	7.6

* Less than 0.1%.
** Excludes cities of New York, Buffalo and Rochester.
NOTE: Individuals may be counted in more than one field in this table. Row totals may not add to 100% due to rounding.

TABLE 7.17

PUBLIC SCHOOL PUPIL PERSONNEL SERVICES STAFF PER 1000 STUDENTS BY COMMUNITY TYPE

NEW YORK STATE
1988-89

Location	FTE Staff Per 1000 Students
New York City	4.5
Large-Size Cities	4.4
Medium-Size Cities	4.0
Small-Size Cities	3.5
Large-Size Central Districts and Village Districts	3.9
Medium-Size Central Districts	2.8
Small-Size Central Districts	2.6
Total State	4.0

TABLE 7.18

PUBLIC SCHOOL TEACHER TURNOVER RATE BY SUBJECT AND GENDER

NEW YORK STATE

FALL 1987 TO FALL 1988

Subject	Male	Female	Total
K-6	6%	7%	7%
English	7	9	8
Social Studies	6	9	7
Mathematics	6	8	7
Science	7	10	8
Foreign Language	9	10	10
Occupational Education	8	11	9
Special Education	9	10	10
Other	7	9	8
Total	7%	9%	9%

Turnover Rate = Number of Classroom Teachers teaching in 1987-88, but not teaching in 1988-89 divided by the total number of Classroom Teachers in 1987-88.

TABLE 7.19

TEACHER AND ADMINISTRATOR CERTIFICATES ISSUED BY RACIAL/ETHNIC GROUP AND GENDER

NEW YORK STATE

1988-89

Certification Area	Number Issued	Racial/Ethnic Group				Gender	
		Black (Not Hispanic)	Hispanic	Other Minority	White (Not Hispanic)	Male	Female
School District Administrator	1,216					43%	57%
School Administrator & Supervisor	2,420					42	58
Elementary (N-6)	10,923					8%	92%
English (7-12)	1,529					24	76
Social Studies (7-12)	1,558					55	45
Mathematics (7-12)	1,362					35%	65%
Foreign Languages (7-12)	1,344					18	82
Sciences (7-12)	2,203					46	54
Art	896					17%	83%
Business	458					26	74
Industrial Arts	212					90	10
Home Economics	168					1%	99%
Music	950					38	62
Physical Education	1,072					51	49
Health	329					30%	70%
Vocational	558					54	46
Special Education	5,229					9	91
School Attendance Teacher	174					51%	49%
School Counselor	914					25	75
School Psychologist	639					27	73
School Social Worker	429					20	80

RACIAL/ETHNIC DATA MAY BE AVAILABLE BEGINNING IN 1989-90

TABLE 7.20
RACIAL/ETHNIC DISTRIBUTION OF FULL-TIME PUBLIC SCHOOL PROFESSIONAL STAFF AND NEW HIRES
NEW YORK STATE
FALL 1988

Location/Category	White (Not Hispanic)	Black (Not Hispanic)	Hispanic	Asian or Pacific Islander	American Indian or Alaskan Native
Buffalo					
Principals/Assistant Principals					
Total	69.3%	25.6%	3.9%	0.6%	0.6%
New Hires	100.0	--	--	--	--
Classroom Teachers					
Total	80.2%	15.3%	3.7%	0.4%	0.4%
New Hires	77.7	16.5	4.9	0.9	--
Other Professional Staff					
Total	72.4%	20.8%	4.2%	0.3%	2.3%
New Hires	53.3	26.7	10.0	6.7	3.3
New York City					
Principals/Assistant Principals					
Total	78.0%	15.0%	6.4%	0.5%	0.1%
New Hires	64.5	24.3	11.2	--	--
Classroom Teachers					
Total	70.5%	18.7%	9.2%	1.5%	0.1%
New Hires	54.7	25.8	16.2	3.2	0.1
Other Professional Staff					
Total	66.9%	20.5%	9.7%	2.9%	*
New Hires	49.6	29.4	15.5	5.1	0.4%
Rochester					
Principals/Assistant Principals					
Total	57.7%	35.6%	6.7%	--	--
New Hires	--	--	--	--	--
Classroom Teachers					
Total	80.2%	15.9%	3.1%	0.7%	0.1%
New Hires	73.6	16.0	9.2	0.6	0.6
Other Professional Staff					
Total	80.7%	13.6%	5.3%	0.2%	0.2%
New Hires	69.3	19.2	11.5	--	--
Syracuse					
Principals/Assistant Principals					
Total	73.2%	26.8%	--	--	--
New Hires	100.0	--	--	--	--
Classroom Teachers					
Total	89.9%	9.2%	0.5%	0.2%	0.2%
New Hires	93.4	4.7	1.9	--	--
Other Professional Staff					
Total	89.5%	8.5%	1.4%	0.6%	--
New Hires	91.7	6.7	1.6	--	--
Yonkers					
Principals/Assistant Principals					
Total	70.0%	16.3%	13.7%		
New Hires	N/A	N/A	N/A	N/A	N/A
Classroom Teachers					
Total	87.4%	8.0%	4.1%	0.4%	0.1%
New Hires	N/A	N/A	N/A	N/A	N/A
Other Professional Staff					
Total	67.0%	24.1%	7.7%	0.9%	0.3%
New Hires	N/A	N/A	N/A	N/A	N/A
Rest of State					
Principals/Assistant Principals					
Total	95.0%	4.3%	0.6%	--	0.1%
New Hires	93.0	5.9	1.1	--	--
Classroom Teachers					
Total	96.8%	2.4%	0.7%	0.1%	*
New Hires	96.3	2.1	1.3	0.2	0.1%
Other Professional Staff					
Total	95.8%	3.2%	0.7%	0.2%	*
New Hires	95.5	3.5	0.7	0.3	--

*Less than 0.1 percent.

SOURCE: U.S. Equal Employment Opportunity Commission

TABLE 7.21

PUBLIC SCHOOL PUPIL/TEACHER RATIO, TEACHER TURNOVER RATE, AVERAGE SALARY, CERTIFICATION/LICENSURE STATUS AND EDUCATIONAL EXPERIENCE

NEW YORK STATE

1988-89

Category	New York City	Other "Big 5" Cities*	Rest of State	Total State
Pupil/Teacher Ratio	17.1	13.5	13.1	14.3
Teacher Turnover Rate (Fall '87 to Fall '88)	13%	9%	7%	9%
Average (Median) Classroom Teacher Salary	$39,893	$37,207	$35,424	$36,654
Classroom Teacher Certification /Licensure Status				
Permanent	66.3%	75.3%	80.5%	75.8%
Provisional	25.7	17.1	11.2	16.0
Other**	8.1	7.6	8.3	8.2
Classroom Teacher Average (Median) Years of Experience	14	17	17	16

* Buffalo, Rochester, Syracuse and Yonkers.

** Other includes persons teaching more than 20 percent of their time in a subject for which they hold no certification or a Temporary License.

TABLE 7.22

SELECTED TEACHER CHARACTERISTICS BY MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE

1988

Location/Category	Percent Minority Composition of School					
	0-20%	21-40%	41-60%	61-80%	81-100%	Total
New York City						
Teacher Turnover Rate (Fall 1987 to Fall 1988)	9%	11%	11%	12%	13%	13%
Classroom Teacher Percent Not Certified/Licensed*	4.2%	5.0%	6.8%	6.8%	11.0%	8.1%
Classroom Teacher Percent With Masters Plus 30 Hours or Doctorate	58.0%	48.5%	54.9%	49.3%	40.0%	44.2%
Classroom Teacher Median Years of Experience	19	16	17	15	13	14
Other Big 5**						
Teacher Turnover Rate (Fall 1987 to Fall 1988)	3%	9%	8%	9%	9%	9%
Classroom Teacher Percent Not Certified/Licensed*	7.1%	7.6%	6.4%	10.6%	9.0%	7.6%
Classroom Teacher Percent With Masters Plus 30 Hours or Doctorate	9.5%	19.2%	22.7%	21.6%	17.4%	21.3%
Classroom Teacher Median Years of Experience	12	17	17	16	15	17
Rest of State						
Teacher Turnover Rate (Fall 1987 to Fall 1988)	7%	8%	7%	9%	10%	7%
Classroom Teacher Percent Not Certified/Licensed*	7.2%	8.4%	8.0%	8.1%	11.0%	8.3%
Classroom Teacher Percent With Masters Plus 30 Hours or Doctorate	21.5%	30.8%	35.1%	29.7%	26.8%	23.1%
Classroom Teacher Median Years of Experience	17	17	18	17	14	17
Total State						
Teacher Turnover Rate (Fall 1987 to Fall 1988)	7%	9%	9%	11%	13%	9%
Classroom Teacher Percent Not Certified/Licensed*	7.1%	7.4%	7.1%	7.8%	11.0%	8.2%
Classroom Teacher Percent With Masters Plus 30 Hours or Doctorate	22.1%	35.1%	41.5%	40.1%	38.7%	30.0%
Classroom Teacher Median Years of Experience	17	17	17	16	13	16

* Includes persons teaching more than 20 percent of their time in a subject for which they hold no certification or a Temporary License.

** Buffalo, Rochester, Syracuse and Yonkers.

CHAPTER 8: PUBLIC SCHOOL FINANCE

Article XI of the New York State Constitution mandates that the Legislature provide for the ". . . maintenance and support of a system of free common schools, wherein all the children of this state may be educated." To fulfill its mandate, the Legislature established and continues to support a comprehensive system of public education financing.

The Board of Regents, in preparation for presenting its 1990 legislative proposal for State Aid to the Schools, has identified several characteristics of the current school financing system which function counterproductively in relationship to the goals of the system. These characteristics are discussed below:

Equal Pupil Opportunity

- Existing general aid and local funds may be inappropriately or inequitably distributed among individual schools within a district. General aid allocated to each district, in combination with local funds are distributed to individual schools at the discretion of the local board of education, and may not provide the basic educational program necessary for each student.

- There is insufficient funding for programs and services to meet the needs of students placed at risk of educational failure by socioeconomic circumstance. Aid formulas in New York State have traditionally disregarded the impact of poor socioeconomic circumstances upon a district's overall educational performance. These circumstances may include not only weakened informal social support systems, but also the lack of effectively organized parental and community groups to advocate for needed State aid. Past State aid legislation has not been designed to ensure that funds generated, in part, by pupils with specific educational needs were, in fact, spent to supplement the basic district program on behalf of those students. In addition, funds currently available often reward failure and reduce incentives for improving the performance of youth placed at risk.

- Use of attendance for aid purposes does not adequately provide for programs for students with high absenteeism. Enrollment counts should be introduced for certain aid purposes in recognition of the outreach efforts needed to reduce high absenteeism and to reward districts which succeed in returning chronically absent students to a stable pattern of attendance.

- Some districts have used State aid increases to reduce local tax effort instead of improving programs. Certain districts with low tax effort have utilized additional State aid to reduce further local tax effort rather than to invest those funds to strengthen their educational offerings while maintaining their previous local tax effort. Similarly, in the case of the five largest fiscally-dependent city school districts, needed program enhancements for which aid increases were intended do not occur when local tax revenues are lowered.

Taxpayer Equity

- Aid formulas do not recognize regional differences in cost. General aid formulas do not recognize major regional differences in the cost of providing services, but require local districts in high-cost regions of the State to absorb the full additional regional cost of their programs. The formula should reflect the increased regional cost of purchasing educational services and provide greater levels of aid support to cover these added regional costs.

- Some districts have exceptionally high tax rates. The High Tax Aid formula provides some additional funding to 448 school districts with tax rates above the State average. However, many districts in some parts of the State still have excessive tax rates in relation to district wealth, while far above the State average tax rate, still does not generate revenues adequate enough to all the districts to operate a fully needed program.

- Aidable expenditure levels are not adjusted for changes in cost due to inflation. Current general operating aid formulas which have been in place for several years do not adjust for inflationary increases in the cost of purchasing educational services which occur each year; thus, a hidden portion of each year's aid increase must be allocated, in effect, to cover inflationary increases and is not available for program enhancements.

Increased Accountability

- Maintenance of effort requirements presently in law are insufficient and are applicable only to New York City. Current provisions of New York State Education Law ensure that New York City's school budget will be maintained at a level which is no less than its average share of the total city budget during the prior three years. While these provisions insure maintenance of the school district's overall share of the citywide budget, they do not guarantee that State aid increases will be passed on by the city to the school district. The maintenance of effort requirements should be strengthened and extended to the other four fiscally dependent city school districts.

- Fiscal accountability mechanisms need to be strengthened. With increases in State aid totalling almost $3.8 billion since 1982-83, the Regents must be in the position to carefully monitor the expenditure of these funds. Only through such careful monitoring efforts at both the district and building levels is it possible to understand fully how the allocation of State, local and federal revenues actually translates into concrete district and school building resource allocation and spending priorities.

- Programmatic accountability efforts need to be further enhanced. The Regents Action Plan set minimum standards for educational achievement and instituted a public reporting system which placed the primary focus of accountability on individual school buildings. Programmatic accountability efforts should provide a broadened framework for local school districts to direct efforts toward the pursuit of excellence, and not guarantees of minimal competency.

Trends in Public School Finance

During 1987-88, approximately $16.9 billion were expended to support public elementary and secondary education in New York State. Of these funds, the State provided $7.4 billion, or 43.8 percent of the total expenditures. State aid increases in recent years have been dramatic in both current and constant dollars. Between 1983-84 to 1987-88, substantial State aid increases totaling over $2.5 billion were enacted. These additional funds increased State aid by 51.6 percent in current dollars and 33.2 percent in constant dollars. Conversely, in the previous five-year period (1978-79 to 1982-83), although State aid to local school districts increased by 37.9 percent in current dollars, a 3.9 percent loss in constant dollars occurred.

Changes in the State share of elementary and secondary education expenditures have paralleled the increases in actual dollars. In 1987-88 the State share was 43.8 percent, compared to 39.3 percent in 1983-84 and 38.8 percent in 1978-79.

Financing public education, like the governance of schools, is a responsibility shared by the State and local communities. In 1987-88, local districts contributed over $8.9 billion to support educational expenditures through tax levies and other revenue sources.[1] This local revenue contribution represents a dollar increase of $1.90 billion over 1983-84 and $4.09 billion over 1978-79. While the actual local dollars expended for education have increased, the local share of total expenditures has decreased by 3.0 percentage points, from 56.3 percent in 1978-79 to 53.3 percent in 1987-88.

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[1]The amount in Table 40 is that amount of local revenues needed to finance expenditures. The amount of local revenues actually raised statewide would be greater than those in the table.

State and local revenues comprised over 97 percent of total revenues in 1987-88. The balance of the total revenues for elementary and secondary education comes from Federal sources. Traditionally, Federal aid has been allocated to school districts to supplement local budgets and to support specific purposes. Generally, these funds have been expended to promote educational equity for historically underserved populations such as handicapped children and pupils from high poverty areas, to advance a national purpose (e.g., international economic competitiveness or national defense), and to support projects such as research which a single district or educational agency cannot afford to undertake. In recent years, Federal aid to elementary and secondary education in New York State has decreased. In 1987-88, the Federal contribution to New York State schools was approximately $497.8 million, or 2.9 percent of total expenditures. This amount represents a decrease of $0.34 million from 1986-87, when the Federal contribution was $498.2 million, or 3.2 percent of total expenditures. (Table 8.1)

Legislated increases in State aid have been enacted at a time when many school districts have continued to experience a decline in enrollments. The net result of these two trends has been a significant increase in available State aid per enrolled pupil. During the period 1973-74 to 1987-88, the annual average State aid per enrolled pupil has been increasing. The yearly increases, with one exception, have been in double digit percentages since 1978-79. The 1987-88 State aid per enrolled pupil was $2,872. Without adjusting for inflation, this represents a 11.6 percent increase over the prior year, a 56.8 percent increase since 1983-84, and a 288.6 percent increase since 1973-74.

Total expenditures[2] also increased between 1983-84 and 1987-88 but at a rate slower than State aid increases. The 1987-88 average total expenditure per enrolled pupil was $6,562; an increase of 9.9 percent over the prior year. (Table 8.2)

The ways in which districts expend their budgets during 1987-88 were generally comparable across types of districts. The largest category of expenditure was for regular day school instruction, with at least half of all funds being spent for this purpose. Central administrative costs accounted for a small percentage of expenditures, averaging less than 3.0 percent in all types of districts. The percentage of general fund expenditures spent for these two categories has remained stable since 1970-71. Regular day school instruction accounted for 58.7 percent of expenditures statewide in 1970-71 and 57.5 percent in 1987-88. The percentage of expenditures for central administration statewide actually decreased, but only by 0.1 percentage points during the same period, from 2.7 percent in 1970-71 to 2.6 percent in 1987-88. The percentages of general funds devoted to transportation, operation and maintenance, and other expenditures have also remained stable since 1970-71.

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[2]Includes General and Special Aid Funds.

Total expenditures for 1987-88, when calculated on a per enrolled pupil basis, did vary. On a per pupil basis, districts in the other Big 5 cities spent the most ($6,994) and New York City the least ($6,074). Even though this is an 8.7 percent increase in New York City spending, the discrepancy in per pupil expenditures ($920) is made even greater when the generally higher costs of school operations in New York City is taken into account. The relatively higher pupil/staff ratios in New York City are a reflection of the lower spending per pupil especially when reviewed in conjunction with New York City's higher teacher salaries. (Table 8.3)

TABLE 8.1
TOTAL EXPENDITURES AND REVENUES, ELEMENTARY AND SECONDARY EDUCATION
NEW YORK STATE
1972-73 TO 1987-88
(In Thousands)

School Year	Total General & Special Aid Fund Expenditures	State Aid Payments Reported		Federal Aid		Local Tax + Other Revenues*	
		Amount	Percent of Total Expenditures	Amount	Percent of Total Expenditures	Amount	Percent of Total Expenditures
1987-88	$16,885,750	$7,391,573	43.8%	$497,882	2.9%	$8,996,295	53.3%
1986-87	15,461,097	6,663,867	43.1	498,218	3.2	8,299,012	53.7
1985-86	14,456,668	6,001,342	41.5	584,833	4.0	7,870,493	54.5
1984-85	13,244,994	5,483,139	41.4	443,279	3.3	7,318,576	55.3
1983-84	12,414,761	4,876,658	39.3	452,261	3.6	7,094,556	57.1
1982-83	11,549,609	4,644,808	40.2	415,650	3.6	6,511,682	56.4
1981-82	10,879,138	4,272,493	39.3	426,551	3.9	6,180,094	56.8
1980-81	9,969,092	3,957,793	39.7	473,175	4.8	5,538,124	55.5
1979-80	9,239,986	3,595,147	38.9	503,492	5.4	5,141,347	55.7
1978-79	8,687,679	3,367,330	38.8	420,212	4.9	4,900,137	56.3
1977-78	8,353,195	3,142,598	37.6	387,813	4.6	4,822,784	57.8
1976-77	7,901,601	3,094,494	39.2	339,055	4.3	4,468,052	56.5
1975-76	7,624,134	3,069,968	40.3	335,571	4.4	4,218,595	55.3
1974-75	7,392,526	2,922,894	39.5	375,773	5.1	4,093,859	55.4
1973-74	6,675,067	2,551,037	38.2	275,728	4.1	3,848,302	57.7
1972-73	5,969,276	2,439,707	40.9	292,717	4.9	3,236,852	54.2

* Includes all local property and nonproperty tax plus balances carried forward from previous years as well as miscellaneous revenues in current year. This is a balancing amount since the table assumes all other revenues were expended in the year received.

TABLE 8.2

STATE AID PAYMENTS PER ENROLLED PUPIL AND TOTAL GENERAL AND SPECIAL AID FUND EXPENDITURES PER ENROLLED PUPIL PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

NEW YORK STATE

1972-73 TO 1987-88

School Year	State Aid Per Enrolled Pupil	Percent Increase in State Aid Per Enrolled Pupil Over Prior Year	Total General and Special Aid Fund Expenditures Per Enrolled Pupil	Percent Increase in TGFE Per Enrolled Pupil Over Prior Year
1987-88	$2,872	11.6%	$6,562	9.9%
1986-87	2,573	11.7	5,971	7.6
1985-86	2,303	10.5	5,549	10.2
1984-85	2,084	13.7	5,034	7.9
1983-84	1,832	6.8	4,665	9.3
1982-83	1,717	11.2	4,269	8.5
1981-82	1,544	11.5	3,933	12.7
1980-81	1,385	14.0	3,490	11.8
1979-80	1,215	11.3	3,122	10.8
1978-79	1,092	11.5	2,817	8.3
1977-78	979	5.3	2,601	9.6
1976-77	930	3.2	2,374	6.5
1975-76	901	5.6	2,230	3.3
1974-75	853	15.4	2,158	11.6
1973-74	739	5.9	1,933	13.2
1972-73	698	--	1,708	--

NOTE: Includes BOCES students and half-day kindergarten pupils are counted as one pupil.

TABLE 8.3
PUBLIC SCHOOL EXPENDITURES PER ENROLLED PUPIL AND PERCENT OF EXPENDITURES BY FUNCTION
NEW YORK STATE
1970-71 TO 1987-88

Type Of District	Total Expenditure Per Enrolled Pupil	Percent of General Fund Expenditures for:				
		Central Administration	Regular Day School Instruction	Transportation	Operation and Maintenance	Other*
New York City						
1970-71	$1,573	3.1%	59.9%	5.2%	6.6%	25.2%
1980-81	3,495	1.9	52.6	6.7	8.7	30.0
1985-86	5,324	2.4	57.9	5.8	7.6	26.4
1986-87	5,585	2.3	60.8	5.8	7.3	23.8
1987-88	6,074	2.4	60.1	5.7	8.0	23.8
Other "Big 5" Cities						
1970-71	$1,418	1.6%	58.2%	3.1%	10.4%	26.8%
1980-81	3,756	1.8	51.8	5.6	11.3	29.5
1985-86	5,640	2.4	53.3	5.7	9.0	29.6
1986-87	6,210	2.7	54.1	6.3	8.5	28.3
1987-88	6,994	2.8	53.3	6.5	9.1	28.3
Rest of State						
1970-71	$1,477	2.5%	58.1%	4.5%	8.5%	26.4%
1980-81	3,504	2.4	54.9	5.6	9.9	27.1
1985-86	5,754	2.6	55.1	5.3	8.9	28.1
1986-87	6,276	2.6	56.1	5.5	8.5	27.3
1987-88	6,931	2.7	56.5	5.5	8.5	26.8
Total State						
1970-71	$1,505	2.7%	58.7%	4.7%	8.0%	26.0%
1980-81	3,512	2.2	54.1	6.0	9.6	28.1
1985-86	5,594	2.5	56.0	5.5	8.5	27.6
1986-87	6,022	2.5	57.5	5.6	8.1	26.2
1987-88	6,620	2.6	57.5	5.6	8.4	25.9

* Includes board of education, instruction-special schools, community services, undistributed expenditures (including employee benefits), debt service, interfund transfers and non-budgetary expenditures (1970-71 only).

CHAPTER 9: POSTSECONDARY EDUCATION AND EMPLOYMENT

Two major positive outcomes of elementary and secondary education are postsecondary education and employment. The quality of elementary and secondary education can, to some degree, be measured by the number of students who enroll in and complete postsecondary education programs and by the number of students who successfully compete in the job market.

Postsecondary Education

Nearly 950,000 persons pursued some form of degree-credit postsecondary education during 1988-89 in New York State. Approximately 250 institutions comprise the State's postsecondary education system. They are organized into four sectors: the State University of New York (SUNY), enrolling more than a third (39.1 percent) of all students; the City University of New York (CUNY), enrolling 19.0 percent; the 142 independent institutions (39.3 percent of enrollments); and degree-granting proprietary institutions with 2.6 percent of enrollments. Almost three-quarters of the State's postsecondary students (72.6 percent) attended four-year institutions; the remainder attended two-year institutions. An additional 149,000 students were enrolled in programs offered by non-degree-granting proprietary institutions.[1] Over 62 percent of students were registered as attending a postsecondary institution on a full-time basis. (Tables 9.1, 9.2 and 9.3)

As Table 9.1 shows, nearly one-quarter (24.6 percent) of all persons attending degree-granting postsecondary institutions during 1988-89 identified themselves as members of minority groups. Black students made up 11.1 percent of total enrollments, while Hispanic enrollment was reported at 8.1 percent. Approximately 5.4 percent of the total postsecondary enrollment consisted of students from other minority groups.[2] Among the four sectors, CUNY enrolled the highest percentage (65.2 percent) of full-time minority students during the 1988-89 academic year. The proprietary sector had a total minority enrollment of 43.8 percent. At independent institutions, minorities represented 18.4 percent of total enrollments. At SUNY institutions, minority students comprised 12.9 percent of the total full-time enrollments.

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[1]Non-degree-granting proprietary institutions provide opportunities for technical education and vocational education to persons no longer attending high school; however, these institutions are not authorized by the Board of Regents to award degrees, credit-bearing certificates or diplomas.

[2]Includes both full-time and part-time enrollments. Data regarding racial/ethnic origins are not always precise since students are not required to report this information to the postsecondary institutions they attend.

In the Fall of 1988, postsecondary institutions estimated that 16,068 students with disabilities were enrolled in higher education programs statewide, representing 1.6 percent of the total student enrollment for the four sectors.[3] Almost two-thirds (63.1 percent) of these students were enrolled in public institutions: 46.3 percent at SUNY campuses and 16.8 percent at CUNY institutions. Statewide, proprietary institutions enrolled less than 0.4 percent of the postsecondary students identified as having a disability. Students with learning disabilities represented more than one-quarter (26.9 percent) of the total number of enrolled students with disabilities. Other groups comprising more than ten percent of all students with disabilities were students whose mobility was impaired (20.1 percent) and students with hearing disabilities (13.6 percent).

An analysis of the trends in the enrollment of students with disabilities since Fall 1981 indicates that the number of such students has increased by approximately 6,500; their share of the total degree-credit enrollment has increased from 1.0 percent in 1981 to 1.6 percent in 1988. This statewide increase has been generated by increases in the actual number of students with disabilities enrolled in all the four sectors. (Tables 9.4 and 9.5)

Table 9.6 shows trends in the college-going rate of New York State high school graduates.[4] Based upon the data, 77.1 percent of State seniors graduating in 1988 intended to pursue some form of postsecondary education compared to only 67.3 percent in 1975. Increases in the percentage of high school graduates planning to attend a four-year institution accounted for most of the change since 1975. The percentage of graduates who planned to pursue their education at two-year institutions has remained almost constant during this period.

There were differences in the college-going rates between public and nonpublic school graduates. Overall, a greater percentage of nonpublic school graduates were intending to enroll in a postsecondary institution – 89.2 percent compared to 74.8 percent of public school graduates. Most of the difference in the overall college-going rates can be explained by the difference in the rates for four-year institutions. Among 1988 nonpublic school graduates, 68.6 percent planned to attend a four-year institution in the fall, while 44.4 percent of the 1988 public school graduates had similar plans.

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[3]These data should be used with caution. It was necessary for some institutions to provide estimated data and many institutions provided only a count of students who identified themselves to the institution as having a disability requiring some special consideration or assistance.

[4]Refers to high school seniors who intend to enroll in four-year and two-year postsecondary institutions as well as other postsecondary education programs. While these are data concerning plans rather than actual behavior, a Department validation study demonstrated that the data are quite reliable.

The college-going rate among the public school class of 1988, as demonstrated by Table 9.7, was greatest for students attending high schools in New York City (80.6 percent) and "Large-size Central Districts and Village Districts" (77.0 percent). The lowest college-going rate was recorded for students enrolled in "Small-size Central Districts" (63.2 percent).

Table 9.7 also shows that in urban areas, particularly for the "Large-size Cities" (the Other Big 5 districts), the higher the minority composition[5] of the public high schools, the less likely it was that students planned to attend a four-year postsecondary institution. The percentage of graduates from urban schools planning to attend either a two-year institution or another postsecondary program remained relatively stable across differences in minority composition of public high schools. The exception to this pattern regarding enrollment in two-year institutions was evident for New York City schools where minority students comprised 20 percent or less of the enrollment. Only 3.2 percent of students enrolled in these schools planned on attending either a two-year institution or some other postsecondary program. (However, this low college-going rate was offset by the highest college-going rate for four-year institutions of any category shown on the table.)

The distribution of first-time freshmen enrollments between males and females among degree-granting postsecondary institutions has remained quite consistent during the period of Fall 1982 to Fall 1988 as shown in Table 9.8. At the beginning of the period, males comprised 46.1 percent of the first-time freshmen class and females 53.9 percent. This compares to 45.2 percent male and 54.8 percent female enrollment in the fall of 1988. Differences in the gender representation was greatest among proprietary institutions where, in 1988, males represented 22.9 percent of the first-time freshmen enrollments and females comprised 77.1 percent. CUNY institutions also experienced a difference in its composition which is somewhat greater than that for four sectors as a whole: males comprised 41.6 percent of this enrollment and females 58.4 percent.

First-time freshmen enrollments at SUNY institutions have shown an increase in all minority categories considered during the period examined in this report, Fall 1982 to Fall 1988. In the Fall of 1982, minority students represented 10.3 percent of this enrollment; while in the Fall of 1988, 13.6 percent of first-time freshmen enrollment were minorities. CUNY institutions in the Fall of 1988 enrolled approximately 19,000 minorities as first-time freshmen, which represented 68.5 percent of this total enrollment. Blacks accounted for almost one-third (32.2 percent) and Hispanics more than one-quarter (26.6 percent) of the total first-time freshmen enrollment for CUNY. At independent institutions, minority students accounted for 19.3 percent of the first-time freshmen enrollments in the Fall of 1988. The percentage of Blacks dropped slightly while Hispanic and other minority enrollments have continued to increase compared to similar statistics for the Fall of 1982.

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[5]Minority enrollment includes: Black, Hispanic, American Indian, Alaskan Native, Asian and Pacific Islander students.

At proprietary institutions, first-time freshmen enrollment increased from 39.1 percent minority in 1982 to slightly over 48 percent in 1988. The greatest enrollment increases have occurred for Hispanic and other minority students. (Table 9.8)

The above information on the distribution of minority students by sector should be interpreted with caution. Since many postsecondary institutions draw their students from local communities and regions, the racial/ethnic composition of their student bodies may, in large part, reflect the demographic population of their communities or regions.

During 1987-88, the State's postsecondary institutions awarded 169,329 degrees. Overall, between 1978-79 and 1986-87, the percentage of Hispanics and other minorities[6] receiving degrees has increased at all levels of postsecondary education. For Blacks the pattern was somewhat different. A higher percentage of Blacks received associate and first professional degrees in 1986-87 compared to 1978-79, yet lower percentages received bachelor's and master's degrees. On the other hand, of particular concern, is the fact that as the degree level becomes more advanced (from associate through doctoral degrees), the percentages of Blacks and Hispanics receiving degrees decrease. For example, in 1986-87, Blacks received 10.3 percent of the associate degrees awarded, 7.9 percent of the bachelor's degrees, 6.0 percent of the master's degrees and only 3.3 percent of the doctorates awarded. Blacks and Hispanics together represented only 8.4 percent of those receiving first professional degrees during that academic year.

An analysis of the degrees awarded in 1988-89 by gender shows that females received approximately six out of ten associate degrees, but only four out of 10 doctorates. The gender distribution of first professional degrees is comparable to that of doctoral degrees. (Tables 9.9 through 9.13)

Education and Employment

The nation's future welfare requires that we maintain our economic competitiveness by having a literate work force equipped to participate in a rapidly changing economy. Technological advances, global competition, and community and infrastructure renewal needs force public and private policymakers to recognize that the health of the nation's economy depends on the quality of its work force. The concept of human resource development – that the economic survival of the nation lies in the developed intelligence and skills of its people – is fundamental to understanding the importance of acquiring specific academic competencies among young people and maintaining these competencies among the adult work force.

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[6]Includes American Indian, Alaskan Native, Asian and Pacific Islander.

Young People and the Labor Force

The transition from adolescent dependence to economic self-sufficiency through employment is more problematic and prolonged for youth now than for any generation since the Great Depression.[7] During 1988, the nationwide jobless rate for 16 to 24 year olds averaged 2.6 times the rate for workers 25 years old or older. In terms of earnings, young people were also at a disadvantage compared to older workers. Young men working full time received weekly earnings which were only 54 percent of the earnings of men over the age of 25 years.

Table 9.14 shows the 1988 labor force participation rates for 16 to 24 year olds. Almost 70 percent of all youth were employed or looking for work, although whites were more likely to be in the labor force than minorities. The labor force participation rate for whites was 71 percent, for Hispanics 65.3 percent, and 56.8 percent for Blacks. For young people who were enrolled in high school or postsecondary education, the labor force participation rates were significantly lower than for their nonstudent peers.

Approximately 20 million young people were working either full or part time during 1988. This represents 60.8 percent of the civilian population between the ages of 16 and 24 years old. Young males were somewhat more likely to be employed than females (64.1 percent compared to 57.6 percent). Whites were somewhat more likely to be employed than Hispanics (64.4 percent employment rate for whites compared to a 56.9 percent rate for Hispanics). Both groups were significantly more likely to be employed than young Blacks: 43.2 percent of all civilian Black youth were working. (Table 9.15)

Another measure of the progress toward adult economic self-sufficiency is the unemployment rate of youth 16 to 24 years old.[8] Table 9.16 shows that during 1988, the unemployment rate for 20 to 24 years olds was 8.7 percent and for 16 to 19 year olds was almost twice that of the older youth at 15.3 percent. For both age groups, Blacks were most likely to be unemployed, followed by Hispanics and whites being least likely to be unemployed. Among all youth, 16 to 19 year olds who were not enrolled in school – those who tend to be high school noncompleters – experienced the highest unemployment rate at 16.6 percent. Within this younger group, whites had an unemployment rate of 14.2 percent and Hispanics 21.3 percent. Among Black 16 to 19 year olds one, out of three (33.6 percent) were looking for work but unable to find it.

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[7]The major source for this discussion of youth participation in the nation's work force is the report by James R. Wetzel entitled American Youth: A Statistical Snapshot published by Youth and America's Future: The William T. Grant Commission on Work, Family and Citizenship, Washington, D.C., August 1989.

[8]Unemployment rates are calculated on the basis of the labor force participation rates, not the total civilian population. In other words, the percent unemployed is the number of those unemployed and looking for work divided by the total labor force participants (which is the sum of the employed and those looking for work). Excluded from this statistic are those who are unemployed and not current looking for work.

The U.S. Bureau of Labor Statistics reports that for 1988, the overall unemployment rate for 16 to 19 year olds living in New York State is somewhat lower than that for the nation as a whole: 15.3 percent nationwide compared to 11.8 percent for New York State. Most of this difference appears to be due to lower unemployment rates for Black 16 to 19 year olds: 32.4 percent unemployed nationally compared to 22.9 percent for New York State residents. Even though the Black 16 to 19 year old unemployment rate in New York is lower than that for the nation as a whole, Black teenagers' unemployment rate in the State is still twice that of white New York teenagers. In this State, Hispanic teenagers have an unemployment rate comparable to that of their Black peers. (Table 9.17)

Holding a job is not a guarantee of economic self-sufficiency since many workers are employed part-time or for minimum wage. Therefore, it is worthwhile to review statistics about income for young people. In 1987, approximately two-thirds of all 15 to 19 year olds worked for pay, earning an average income of approximately $3,000. More than 90 percent of older youth (ages 20 to 24 years old) were paid workers and their average income was approximately three times greater. When income patterns are analyzed by race/ethnicity, white youth were most likely to earn an income and had higher average earnings than either Blacks or Hispanics. (Table 9.18)

Labor Market Consequences of Dropping Out

The economic value of a high school diploma compared to the long-term financial costs of dropping out is well documented. The labor market opportunities for dropouts are poor. Dropouts generally have higher unemployment rates, are less likely to be seeking work, and are more likely to work at lower paying jobs with poorer working conditions than their high school graduate counterparts.[9]

Nationwide, among 16 to 24 year olds, high school dropouts had an unemployment rate of 20 percent in 1988. This was twice the unemployment rate for high school graduates and five times the rate for those having completed four or more years of college. The unemployment rate for young Black dropouts was highest at 37.4 percent. This was more than twice the rates for Hispanic and white dropouts (which were only marginally different at 16.6 percent and 17.3 percent, respectively). Also, large proportions of dropouts did not even seek work. In October 1985, only 68 percent of young dropouts (16 to 24 years old) were either employed or looking for work, in contrast to 87 percent of high school graduates not enrolled in postsecondary education. (Table 9.19)

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[9]A major source for this discussion is the U.S. General Accounting Office Briefing Report to Congressional Requesters, School Dropouts: The Extent and Nature of the Problem, GAO/HRD-86-106BR, Washington, D.C., June 1986, pp. 22-29.

Larger percentages of male dropouts who were employed in October 1985 worked in less skilled jobs such as machine operators, fabricators and laborers than high school graduates. On the other hand, a higher proportion of male graduates (20 percent compared to 8 percent for dropouts) were in technical, sales, and administrative support occupations. Data from the National Longitudinal Surveys of Labor Market Experience published in 1980 reported that dropouts also had less desirable jobs. High school graduates were more likely to hold jobs with varied tasks, to have opportunities for independence, and believe their jobs were important.

Employment Opportunities for Persons with Disabilities

A number of national studies have measured the gap between employment trends of the general labor force and persons with disabilities. All studies point to the same conclusion: persons with disabilities do not have equal opportunities to obtain employment. Analysis of the 1988 Current Population Survey shows that more than 13 million Americans between the ages of 16 and 64 years old who are not residing in institutions report a disability which limits the amount or kind of work they can do or prevents them from working altogether. This group represents 8.6 percent of all Americans of working age. Of those who report a work disability, only 32 percent were participating in the labor force. The remaining 68 percent of individuals report that their disability prevents them from working or looking for work.[10]

Of the nation's noninstitutionalized youth population (ages 16 through 24 years old), about one of every 25 youth report some type of disability limiting their capacity to work and 17 out of every 1,000 young people have a disability that severely limits some types of work activity. As a group, young males report a higher rate of work disability than females. (Table 9.20)

An analysis of 1980 Census data for New York State demonstrated several important findings about this State's disabled population as compared to persons with disabilities nationwide. New York State has the second largest population of persons with disabilities of any state. As a group, the State's disabled population is less likely to participate in the labor force than persons with disabilities nationwide. They are more likely to be female and from minority groups. Minority persons with disabilities in New York State are less likely to participate in the labor force than disabled minority persons nationwide.[11]

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[10]Bureau of Census, Labor Force Status and Other Characteristics of Persons with a Work Disability: 1891 to 1988, July, 1989.

[11]Bowe, Frank, U.S. Census and Disabled Adults: The 50 States and the District of Columbia; Arkansas Rehabilitation Research and Training Center, 1984.

Besides the actual limitations to employment imposed by some disabling conditions, there are substantial systematic barriers which contribute to low labor force participation by persons with disabilities. According to a 1986 study conducted for the International Center for the Disabled, major systematic reasons why persons with disabilities do not work were identified as the lack of: a) employer recognition of the capabilities of persons with disabilities; b) accessible or affordable transportation; c) adaptive devices and workplace accommodations; d) appropriate jobs in their line of work; and e) benefits, including insurance (or the threat of loss of such benefits). In addition, persons with disabilities also experience the employment obstacles that nondisabled persons do such as lack of adequate education or marketable skills and family obligations.[12]

Skills Decay

All workers experience what has been called "skills decay" – an erosion, over time, of the knowledge an skills once acquired in an education setting due to disuse. As businesses modernize, expand production, or otherwise alter their activities, employees find that some previous learning has been forgotten and must be relearned. The U.S. Department of Defense has conducted or sponsored considerable research in this area, most as a means of determining how to keep military reservists' knowledge and skills at adequate levels given long intervals between training periods. However, there is a considerable lack of similar research among workers in the civilian labor force. This absence of research exists in spite of the well-documented need for workplace literacy. For example, while $20 million was appropriated in 1990 for workplace literacy under the federal Adult Education Act, unofficial estimates of the literacy problems of adult workers indicate that a nationwide effort closer to $500 million is needed.

[12]Louis Harris and Associates, Inc., The ICD Survey of Disabled Americans: Bringing Americans Into the Mainstream, 1986.

TABLE 9.1

FULL-TIME DEGREE-CREDIT ENROLLMENT* BY RACIAL/ETHNIC GROUP, SECTOR AND LEVEL

NEW YORK STATE

1988-89

Sector/Level	Total	Black	Hispanic	Other Minority**	White
State University					
Four-year or more	135,674	6.8%	3.5%	4.4%	85.3%
Two-year	90,428	6.1	2.6	1.6	89.7
Total	226,102	6.5	3.1	3.3	87.1
City University					
Four-year or more	63,608	27.4%	20.2%	11.8%	40.6%
Two-year	30,989	32.8	36.2	8.1	22.9
Total	94,597	29.2	25.4	10.6	34.8
Independent					
Four-year or more	246,029	7.5%	5.4%	5.5%	81.6%
Two-year	7,993	13.1	2.7	1.3	82.9
Total	254,022	7.7	5.4	5.3	81.6
Proprietary					
Four-year or more	2,241	5.6%	4.9%	4.1%	85.4%
Two-year	16,573	26.2	17.6	4.4	51.8
Total	18,814	23.5	16.0	4.3	56.2
All Students					
Four-year or more	447,552	10.1%	7.0%	6.1%	76.8%
Two-year	145,983	14.3	11.4	3.3	71.0
Total	593,535	11.1	8.1	5.4	75.4

* Excludes students classified as Nonresident Alien.

**Includes American Indian, Alaskan Native, Asian and Pacific Islander.

SOURCE: Office of Postsecondary Policy Analysis
Higher Education Data System

TABLE 9.2

PART-TIME DEGREE-CREDIT ENROLLMENT* BY RACIAL/ETHNIC GROUP, SECTOR AND LEVEL

NEW YORK STATE

1988-89

Sector/Level	Total	Black	Hispanic	Other Minority**	White
State University					
Four-year or more	61,290	6.9%	3.3%	2.7%	87.1%
Two-year	83,827	5.3	2.2	1.5	91.0
Total	145,117	6.0	2.7	2.0	89.3
City University					
Four-year or more	61,804	28.8%	14.8%	6.7%	49.7%
Two-year	24,338	32.9	20.3	6.2	40.6
Total	86,142	30.0	16.4	6.6	47.0
Independent					
Four-year or more	116,393	7.8%	3.9%	3.8%	84.5%
Two-year	2,591	19.9	3.2	3.3	73.6
Total	118,984	8.1	3.9	3.7	84.3
Proprietary					
Four-year or more	2,648	8.5%	5.4%	4.5%	81.6%
Two-year	3,437	18.7	11.7	8.7	60.9
Total	6,085	13.8	8.7	6.7	70.8
All Students					
Four-year or more	242,135	12.9%	6.5%	4.2%	76.4%
Two-year	114,193	11.9	6.3	2.8	79.0
Total	356,328	12.5	6.5	3.7	77.3

* Excludes students classified as Nonresident Alien.

**Includes American Indian, Alaskan Native, Asian and Pacific Islander.

SOURCE: Office of Postsecondary Policy Analysis
Higher Education Data System

TABLE 9.3

DEGREE-CREDIT ENROLLMENT* BY RACIAL/ETHNIC GROUP, SECTOR AND LEVEL

NEW YORK STATE

1988-89

Sector/Level	Total	Black	Hispanic	Other Minority**	White
State University					
Four-year or more	196,964	6.8%	3.5%	3.9%	85.8%
Two-year	174,255	5.7	2.4	1.6	90.3
Total	371,219	6.3	3.0	2.8	87.9
City University					
Four-year or more	125,412	28.0%	17.6%	9.4%	45.0%
Two-year	55,327	32.8	29.2	7.3	30.7
Total	180,739	29.5	21.3	8.7	40.5
Independent					
Four-year or more	362,422	7.6%	5.0%	4.9%	82.5%
Two-year	10,584	14.7	2.8	1.8	80.7
Total	373,006	7.8	4.9	4.8	82.5
Proprietary					
Four-year or more	4,889	7.2%	5.1%	4.3%	83.4%
Two-year	20,010	25.0	16.7	5.0	53.3
Total	24,899	21.2	14.2	4.8	59.8
All Students					
Four-year or more	689,687	11.1%	6.8%	5.4%	76.7%
Two-year	260,176	13.2	9.1	3.1	74.6
Total	949,863	11.6	7.5	4.8	76.1

* Includes both full-time and part-time students. Excludes students classified as Nonresident Alien.

**Includes American Indian, Alaskan Native, Asian and Pacific Islander.

SOURCE: Office of Postsecondary Policy Analysis
Higher Education Data System

TABLE 9.4

ENROLLMENT OF STUDENTS WITH DISABILITIES
IN INSTITUTIONS OF HIGHER EDUCATION
BY SECTOR AND TYPE OF DISABILITY
NEW YORK STATE
FALL 1981 TO FALL 1988

Sector/Year	Type of Disability							Total Degree-Credit Enrollment	Percent Disabled of Total Enrollment
	Mobility Impaired	Visually Impaired	Acoustically Impaired	Multiple Impairment	Learning Disabled	Other	Total		
State University of New York									
Fall 1981	1,118	523	342	2	NA	2,346	4,331	379,741	1.1%
Fall 1983	1,234	597	468	205	NA	2,125	4,629	379,814	1.2
Fall 1985	1,299	620	540	290	784	1,967	5,500	364,486	1.5
Fall 1987	1,373	605	493	407	1,694	1,988	6,560	369,318	1.8
Fall 1988	1,614	729	561	418	2,031	2,088	7,441	378,976	2.0
City University of New York									
Fall 1981	453	143	89	33	NA	886	1,604	173,230	0.9
Fall 1983	460	154	107	109	NA	860	1,690	181,835	0.9
Fall 1985	421	169	136	96	360	928	2,110	181,597	1.2
Fall 1987	620	176	236	284	533	746	2,595	182,615	1.4
Fall 1988	606	177	142	148	651	979	2,703	187,979	1.4
Independent									
Fall 1981	1,009	365	1,164	203	NA	825	3,571	412,171	0.9
Fall 1983	857	413	1,477	222	NA	635	3,604	407,609	0.9
Fall 1985	845	484	1,501	229	1,142	788	4,989	402,721	1.2
Fall 1987	898	491	1,525	281	1,319	884	5,398	391,650	1.4
Fall 1988	995	468	1,472	304	1,634	990	5,863	391,957	1.5
Proprietary									
Fall 1981	20	3	13	1	NA	2	39	25,139	0.2
Fall 1983	9	7	11	0	NA	9	36	29,917	0.1
Fall 1985	22	13	9	1	10	7	62	29,078	0.2
Fall 1987	37	18	18	0	7	24	104	25,887	0.4
Fall 1988	15	4	4	0	3	35	61	25,106	0.2
Total State									
Fall 1981	2,600	1,034	1,608	244	NA	4,059	9,545	990,281	1.0
Fall 1983	2,560	1,171	2,063	536	NA	3,629	9,959	999,175	1.0
Fall 1985	2,587	1,286	2,186	616	2,296	3,690	12,661	977,882	1.3
Fall 1987	2,928	1,290	2,272	972	3,553	3,642	14,657	969,470	1.5
Fall 1988	3,230	1,378	2,179	870	4,319	4,092	16,068	984,018	1.6

NOTE: Data on enrollment of students with disabilities should be used with caution. It was necessary for some institutions to provide estimated data and many institutions provided only a count of students who identified themselves to the institution as having an impairment requiring some special consideration or assistance.

SOURCE: Office of Postsecondary Policy Analysis - Higher Education Data System

TABLE 9.5

ENROLLMENT OF STUDENTS WITH DISABILITIES
BY INSTITUTIONAL CLASSIFICATION AND TYPE OF DISABILITY
NEW YORK STATE
FALL 1988

Institutional Classification	Type of Disability						
	Mobility Impaired	Visually Impaired	Acoustically Impaired	Multiple Impairment	Learning Disabled	Other	Total
TOTAL STATE	3,230	1,378	2,179	870	4,319	4,092	16,068
TOTAL PUBLIC	2,220	906	703	566	2,682	3,067	10,144
TOTAL SUNY	1,614	729	561	418	2,031	2,088	7,441
University centers	196	45	24	13	109	123	510
University colleges	137	68	75	36	326	182	824
Health sciences centers	1	2	1	--	2	1	7
Specialized colleges	18	3	7	--	4	15	47
Statutory colleges	10	9	12	2	28	5	66
Agricultural--technical	100	115	75	45	462	243	1,040
Community colleges	1,152	487	367	322	1,100	1,519	4,947
Four-year or more	393	160	152	61	681	476	1,923
Two-year	1,221	569	409	357	1,350	1,612	5,518
TOTAL CUNY	606	177	142	148	651	979	2,703
Graduate centers	5	3	3	3	4	6	24
Senior colleges	459	125	89	52	360	545	1,630
Community colleges	142	49	50	93	287	428	1,049
Four-year or more	464	128	92	55	364	551	1,654
Two-year	142	49	50	93	287	428	1,049
TOTAL INDEPENDENT	995	468	1,472	304	1,634	990	5,863
Four-year or more	968	453	1,449	295	1,507	897	5,569
Multiversities	368	182	137	203	458	470	1,818
Universities	340	70	47	59	208	102	826
College complexes	69	92	42	11	282	109	605
Colleges	143	50	18	15	291	77	594
Specialized colleges	8	13	4	2	19	9	55
Health sciences centers	3	17	1	1	1	11	34
Engineering--technical	33	27	1,199	4	246	119	1,628
Seminaries	4	2	1	--	2	--	9
Two-year	27	15	23	9	127	93	294
Nursing	--	--	--	--	--	--	--
Other two-year	27	15	23	9	127	93	294
TOTAL PROPRIETARY	15	4	4	--	3	35	61
Four-year or more	1	--	--	--	1	--	2
Two-year	14	4	4	--	2	35	59
TOTAL FOUR- YEAR OR MORE	1,826	741	1,693	411	2,553	1,924	9,148
TOTAL TWO-YEAR	1,404	637	486	459	1,766	2,168	6,920

NOTE: Data on enrollment of students with disabilities should be used with caution. It was necessary for some institutions to provide estimated data and many institutions provided only a count of students who identified themselves to the institution as having a disability requiring some special consideration or assistance.

SOURCE: Office of Postsecondary Policy Analysis
Higher Education Data System

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TABLE 9.6
TRENDS IN COLLEGE-GOING RATE
NEW YORK STATE
1975 TO 1988

Category	Entering Postsecondary Education in the Fall of					
	1975	1980	1985	1986	1987	1988
Percent of Public High School Graduates Entering						
Degree-Granting Institutions						
4-year	35.3%	37.8%	40.9%	42.2%	42.6%	44.4%
2-year	25.2	24.7	25.9	25.4	26.3	27.3
Total	60.5	62.5	66.8	67.6	68.9	71.7
Other Postsecondary	3.9	3.8	3.9	3.8	3.5	3.1
Total Postsecondary	64.4%	66.3%	70.7%	71.4%	72.4%	74.8%
Percent of Nonpublic High School Graduates Entering						
Degree-Granting Institutions						
4-year	57.1%	64.7%	68.3%	68.2%	68.8%	68.6%
2-year	21.1	16.2	14.6	14.7	15.1	14.9
Total	78.2	80.9	82.9	82.9	83.9	83.5
Other Postsecondary	5.8	5.6	5.2	5.1	4.8	5.7
Total Postsecondary	84.0%	86.5%	88.1%	88.0%	88.7%	89.2%
Percent of Public and Nonpublic High School Graduates Entering						
Degree-Granting Institutions						
4-year	38.6%	41.3%	45.2%	46.3%	46.7%	48.2%
2-year	24.6	23.6	24.1	23.7	24.5	25.4
Total	63.2	64.9	69.3	70.0	71.2	73.6
Other Postsecondary	4.1	4.1	4.1	4.0	3.7	3.5
Total Postsecondary	67.3%	69.0%	73.4%	74.0%	74.9%	77.1%

TABLE 9.7

COLLEGE-GOING RATE OF PUBLIC HIGH SCHOOL GRADUATES BY COMMUNITY TYPE AND MINORITY COMPOSITION OF SCHOOL

NEW YORK STATE
1987-88

Community Type/Minority Composition of School*	Percent to 4-Year College	Percent to 2-Year College	Percent to Other Post-secondary
New York City			
0 - 20 percent	76.7%	2.0%	1.2%
21 - 40 percent	52.2	18.3	5.2
41 - 60 percent	64.3	20.9	3.1
61 - 80 percent	54.6	24.9	3.9
81- 100 percent	50.8	21.5	4.6
Total	55.3%	21.3%	4.0%
Large-Size Cities			
0 - 20 percent	--	--	--
21 - 40 percent	51.3%	20.7%	5.0%
41 - 60 percent	35.1	25.4	6.0
61 - 80 percent	37.0	21.2	2.9
81- 100 percent	19.5	29.1	0.0
Total	37.5%	23.7%	4.9%
Medium-Size Cities			
0 - 20 percent	31.3%	37.9%	2.3%
21 - 40 percent	22.5	38.0	1.6
41 - 60 percent	48.6	23.9	1.7
61 - 80 percent	--	--	--
81- 100 percent	24.2	12.5	8.3
Total	33.6%	30.7%	2.8%
Small-Size Cities			
0 - 20 percent	33.6%	33.0%	2.4%
21 - 40 percent	32.2	29.1	1.8
41 - 60 percent	43.9	16.0	4.0
61 - 80 percent	36.7	29.5	2.9
81- 100 percent	--	--	--
Total	33.9%	31.6%	2.4%
Large-Size Central Districts and Village Districts			
0 - 20 percent	45.7%	28.9%	2.5%
21 - 40 percent	49.2	25.2	2.7
41 - 60 percent	43.0	27.6	6.1
61 - 80 percent	36.9	25.8	2.7
81- 100 percent	45.0	20.8	4.5
Total	45.7%	28.6%	2.7%
Medium-Size Central Districts			
0 - 20 percent	32.3	30.0	2.5
21 - 40 percent	25.7%	34.3%	3.8%
41 - 60 percent	--	--	--
61 - 80 percent	--	--	--
81- 100 percent	38.7	11.3	8.5
Total	32.3%	29.9%	2.6%
Small-Size Central Districts			
0 - 20 percent	28.3%	31.8%	3.1%
21 - 40 percent	27.9	36.7	0.0
41 - 60 percent	--	--	--
61 - 80 percent	56.9	10.3	3.5
81- 100 percent	--	--	--
Total	28.4%	31.7%	3.1%
Total State			
0 - 20 percent	41.6%	29.6%	2.6%
21 - 40 percent	43.6	25.8	3.0
41 - 60 percent	54.1	22.7	4.1
61 - 80 percent	49.8	24.5	3.6
81- 100 percent	49.6	21.3	4.6
Total	44.4%	27.3%	3.1%

***Minority Composition** = Enrollment of Black, Hispanic, Asian, Pacific Islander, American Indian and Alaskan Native students divided by total enrollment (grades 9-12).

TABLE 9.8

ENROLLMENT OF FIRST-TIME FRESHMEN* IN NEW YORK STATE COLLEGES AND UNIVERSITIES BY RACIAL/ETHNIC GROUP AND GENDER

NEW YORK STATE

FALL 1982, 1984, 1986 and 1988

Sector and Year	Total Number	Percent Distributions					
		Racial/Ethnic Group				Gender	
		Black	Hispanic	Other Minority**	White	Male	Female
State University of New York							
Fall 1982	77,177	5.7%	2.5%	2.1%	89.7%	48.3%	51.7%
Fall 1984	73,810	7.0	2.9	2.3	87.8	47.9	52.1
Fall 1986	71,793	5.6	2.5	2.3	89.6	46.9	53.1
Fall 1988	76,786	7.1	3.7	2.8	86.4	46.9	53.1
City University of New York							
Fall 1982	31,469	NOT AVAILABLE***				42.8	57.2
Fall 1984	28,699					42.0	58.0
Fall 1986	26,159					41.9	58.1
Fall 1988	27,599	32.2	26.6	9.7	31.5	41.6	58.4
Independent							
Fall 1982	55,037	10.7	5.4	3.5	80.4	49.5	50.5
Fall 1984	56,513	9.8	5.2	3.7	81.3	48.7	51.3
Fall 1986	54,502	8.7	6.2	4.4	80.7	48.2	51.8
Fall 1988	55,128	7.9	6.6	5.1	80.4	47.5	52.5
Proprietary							
Fall 1982	10,599	25.4	12.0	1.7	60.9	22.9	77.1
Fall 1984	10,887	26.5	11.6	1.4	60.5	28.3	71.7
Fall 1986	8,724	25.0	12.3	2.1	60.6	23.9	76.1
Fall 1988	9,177	25.5	17.0	5.8	51.7	27.7	72.3
Total							
Fall 1982	174,282	NOT AVAILABLE***				46.1	53.9
Fall 1984	169,909					45.9	54.1
Fall 1986	161,178					45.3	54.7
Fall 1988	168,690	12.4	9.1	4.8	73.7	45.2	54.8

* Includes both full-time and part-time students.

** Includes American Indian, Alaskan Native, Asian and Pacific Islander.

*** Data are not available.

SOURCE: Office of Postsecondary Policy Analysis
Higher Education Data System

TABLE 9.9

ASSOCIATE DEGREES CONFERRED* BY NEW YORK STATE COLLEGES AND UNIVERSITIES BY RACIAL/ETHNIC GROUP AND GENDER

NEW YORK STATE

1978-79, 1980-81, 1986-87 and 1987-88

Sector and Year	Total Number	Percent Distributions					
		Racial/Ethnic Group				Gender	
		Black	Hispanic	Other Minority**	White	Male	Female
State University of New York							
1978-79	30,136	2.5%	1.1%	0.8%	95.6%	48.2%	51.8%
1980-81	30,919	3.1	1.1	1.0	94.8	45.6	54.4
1986-87	28,614	4.1	1.7	1.5	92.7	42.9	57.1
1987-88	28,253	4.1	1.8	3.6	90.5	42.5	57.5
City University of New York							
1978-79	7,963	33.2	16.9	4.1	45.8	40.1	59.9
1980-81	7,031	34.1	19.2	4.5	42.2	38.9	61.1
1986-87	7,055	28.6	26.3	6.9	38.2	33.5	66.5
1987-88	7,239	NOT AVAILABLE				34.4	65.6
Independent							
1978-79	6,038	10.2	4.0	0.9	84.9	49.2	50.8
1980-81	6,614	9.2	5.3	1.2	84.3	45.0	55.0
1986-87	6,060	14.2	5.9	2.2	77.7	40.1	59.9
1987-88	5,831	12.2	6.2	2.1	79.5	41.8	58.2
Proprietary							
1978-79	3,300	16.3	5.4	1.0	77.3	35.1	64.9
1980-81	3,105	17.8	8.7	1.3	72.2	24.8	75.2
1986-87	4,501	23.4	12.9	3.1	60.6	25.0	75.0
1987-88	4,396	23.2	14.3	1.9	60.6	25.5	74.5
Total							
1978-79	47,437	9.9	4.6	1.4	84.1	46.1	53.9
1980-81	47,669	9.9	5.1	1.6	83.4	43.2	56.8
1986-87	46,230	10.3	6.3	2.4	81.0	39.3	60.7
1987-88	45,719	NOT AVAILABLE				39.5	60.5

* Excludes degrees awarded to students classified as Nonresident Alien.
** Includes American Indian, Alaskan Native, Asian and Pacific Islander.

Source: Office of Postsecondary Policy Analysis
Higher Education Data System

TABLE 9.10

BACHELOR'S DEGREES CONFERRED* BY NEW YORK STATE COLLEGES AND UNIVERSITIES BY RACIAL/ETHNIC GROUP AND GENDER

NEW YORK STATE

1978-79, 1980-81, 1986-87 and 1987-88

Sector and Year	Total Number	Percent Distributions					
		Racial/Ethnic Group				Gender	
		Black	Hispanic	Other Minority**	White	Male	Female
State University of New York							
1978-79	25,448	3.4%	1.2 %	1.2%	94.2%	48.8%	51.2%
1980-81	24,385	3.2	1.2	1.8	93.8	47.9	52.1
1986-87	25,444	4.1	1.9	2.7	91.3	45.6	54.4
1987-88	25,168	4.3	2.0	2.9	90.8	45.0	55.0
City University of New York							
1978-79	13,236	23.1	10.2	5.3	61.4	45.4	54.6
1980-81	11,252	21.1	12.1	5.7	61.1	43.0	57.0
1986-87	8,860	26.3	14.3	10.0	49.4	41.6	58.4
1987-88	9,541	NOT AVAILABLE				41.1	58.9
Independent							
1978-79	45,665	6.5	2.3	1.8	89.4	52.4	47.6
1980-81	46,555	6.7	3.1	2.5	87.7	50.3	49.7
1986-87	49,203	6.5	4.3	3.8	85.4	47.1	52.9
1987-88	47,728	6.7	4.0	4.1	85.2	46.6	53.4
Proprietary							
1978-79	359	7.0	3.8	0.9	88.3	53.8	46.2
1980-81	380	5.5	5.0	2.1	87.4	47.1	52.9
1986-87	457	5.4	3.9	4.3	86.4	46.8	53.2
1987-88	471	5.5	3.4	5.3	85.8	45.4	54.6
Total							
1978-79	84,708	8.4	3.3	2.2	86.1	50.3	49.7
1980-81	82,572	7.8	3.9	2.7	85.6	48.6	51.4
1986-87	83,964	7.9	4.6	4.2	83.3	46.1	53.9
1987-88	82,908	NOT AVAILABLE				45.5	54.5

* Excludes degrees awarded to students classified as Nonresident Alien.
** Includes American Indian, Alaskan Native, Asian and Pacific Islander.

Source: Office of Postsecondary Policy Analysis
Higher Education Data System

TABLE 9.11

MASTER'S DEGREES CONFERRED* BY NEW YORK STATE COLLEGES AND UNIVERSITIES BY RACIAL/ETHNIC GROUP AND GENDER

NEW YORK STATE

1978-79, 1980-81, 1986-87 and 1987-88

Sector and Year	Total Number	Percent Distributions					
		Racial/Ethnic Group				Gender	
		Black	Hispanic	Other Minority**	White	Male	Female
State University of New York							
1978-79	6,316	3.3%	1.5%	1.5%	93.7%	42.4%	57.6%
1980-81	5,677	3.3	3.0	1.9	91.8	43.1	56.9
1986-87	5,595	3.1	1.7	2.5	92.7	41.5	58.5
1987-88	5,285	2.3	2.1	2.2	93.4	36.2	63.8
City University of New York							
1978-79	3,102	12.1	6.0	3.2	78.7	37.4	62.6
1980-81	3,020	15.2	6.2	3.7	74.9	34.8	65.2
1986-87	3,427	13.8	7.4	5.1	73.7	36.7	63.3
1987-88	3,951	NOT AVAILABLE				34.9	65.1
Independent							
1978-79	24,320	7.6	2.8	2.9	86.7	49.8	50.2
1980-81	23,750	6.2	3.4	3.2	87.2	48.0	52.0
1986-87	23,699	5.4	3.6	4.6	86.4	46.6	53.4
1987-88	21,358	4.9	3.2	4.6	87.3	43.5	56.5
Proprietary							
1978-79	--	--	--	--	--	--	--
1980-81	--	--	--	--	--	--	--
1986-87	37	--	3.3	--	96.7	40.5	59.5
1987-88	44	2.3	4.5	9.1	84.1	36.4	63.6
Total							
1978-79	33,738	7.3	2.9	2.7	87.1	47.3	52.7
1980-81	32,447	6.7	3.6	3.0	86.7	45.9	54.1
1986-87	32,758	6.0	3.8	4.3	85.9	44.6	55.4
1987-88	30,638	NOT AVAILABLE				41.1	58.9

* Excludes degrees awarded to students classified as Nonresident Alien.
** Includes American Indian, Alaskan Native, Asian and Pacific Islander.

Source: Office of Postsecondary Policy Analysis
Higher Education Data System

TABLE 9.12

DOCTORAL DEGREES CONFERRED* BY NEW YORK STATE COLLEGES AND UNIVERSITIES BY RACIAL/ETHNIC GROUP AND GENDER

NEW YORK STATE

1978-79, 1980-81, 1986-87 and 1987-88

Sector and Year	Total Number	Percent Distributions					
		Racial/Ethnic Group				Gender	
		Black	Hispanic	Other Minority**	White	Male	Female
State University of New York							
1978-79	831	3.9%	0.5%	3.1%	92.5%	72.2%	27.8%
1980-81	757	4.6	1.2	4.1	90.1	70.1	29.9
1986-87	776	1.7	2.1	6.1	90.1	64.4	35.6
1987-88	638	2.7	2.2	5.2	89.9	58.6	41.4
City University of New York							
1978-79	261	4.8	13.9	6.0	75.3	59.8	40.2
1980-81	212	3.3	4.7	6.1	85.9	52.4	47.6
1986-87	232	6.3	1.1	6.8	85.8	56.0	44.0
1987-88	258	NOT AVAILABLE				51.9	48.1
Independent							
1978-79	2,306	3.5	2.4	2.7	91.4	65.0	35.0
1980-81	2,285	5.4	2.1	5.3	87.2	62.9	37.1
1986-87	2,340	3.5	3.6	6.4	86.5	61.6	38.4
1987-88	2,037	3.2	3.2	6.3	87.3	55.5	44.5
Proprietary							
1978-79	--	--	--	--	--	--	--
1980-81	--	--	--	--	--	--	--
1986-87	--	--	--	--	--	--	--
1987-88	--	--	--	--	--	--	--
Total							
1978-79	3,398	3.7	3.0	3.1	90.2	66.4	33.6
1980-81	3,254	5.0	2.1	5.1	87.8	63.9	36.1
1986-87	3,348	3.3	3.1	6.4	87.2	61.9	38.1
1987-88	2,933	NOT AVAILABLE				55.8	44.2

* Excludes degrees awarded to students classified as Nonresident Alien.

** Includes American Indian, Alaskan Native, Asian and Pacific Islander.

Source: Office of Postsecondary Policy Analysis
Higher Education Data System

TABLE 9.13

FIRST-PROFESSIONAL DEGREES CONFERRED* BY NEW YORK STATE COLLEGES AND UNIVERSITIES BY RACIAL/ETHNIC GROUP AND GENDER

NEW YORK STATE

1978-79, 1980-81, 1986-87 and 1987-88

Sector and Year	Total Number	Percent Distributions					
		Racial/Ethnic Group				Gender	
		Black	Hispanic	Other Minority**	White	Male	Female
State University of New York							
1978-79	967	5.8%	1.5%	1.4%	91.3%	72.0%	28.0%
1980-81	1,065	3.1	2.2	1.7	93.0	69.3	30.7
1986-87	1,143	5.3	3.1	3.8	87.8	60.5	39.5
1987-88	1,103	5.1	2.6	4.0	88.3	62.5	37.5
City University of New York							
1978-79	--	--	--	--	--	--	--
1980-81	--	--	--	--	--	--	--
1986-87	138	10.9	12.3	6.5	70.3	37.7	62.3
1987-88	128	NOT AVAILABLE				43.8	56.2
Independent							
1978-79	5,299	3.0	1.4	1.1	94.5	71.1	28.9
1980-81	5,418	3.2	2.2	1.5	93.1	68.1	31.9
1986-87	5,661	4.2	3.8	3.8	88.2	61.6	38.4
1987-88	5,900	4.3	3.2	3.8	88.7	61.2	38.8
Proprietary							
1978-79	--	--	--	--	--	--	--
1980-81	--	--	--	--	--	--	--
1986-87	--	--	--	--	--	--	--
1987-88	--	--	--	--	--	--	--
Total							
1978-79	6,266	3.4	1.5	1.2	93.9	71.2	28.8
1980-81	6,483	3.2	2.2	1.5	93.1	68.3	31.7
1986-87	6,942	4.6	3.8	3.8	87.8	60.9	39.1
1987-88	7,131	NOT AVAILABLE				61.0	39.0

* Excludes degrees awarded to students classified as Nonresident Alien.

** Includes American Indian, Alaskan Native, Asian and Pacific Islander.

Source: Office of Postsecondary Policy Analysis
Higher Education Data System

TABLE 9.14

U.S. LABOR FORCE PARTICIPATION RATES

(Percent of Population in the Labor Force)

1988

Age	Total	Whites	Blacks	Hispanics
Total, 16 - 24	68.4%	71.0%	56.8%	65.3%
16-19	55.3	58.6	40.8	49.6
20-24	78.7	80.6	70.5	76.3
Nonstudents:				
16-19	72.7	75.4	59.3	65.5
20-24	83.9	85.8	74.9	78.2
Students				
16-19	44.1	47.5	29.5	34.9
20-24	59.7	61.8	49.6	64.4

Source: Bureau of Labor Statistics, *Employment and Earnings*, Volume 36, Number 1, (USGPO, Washington DC: January 1989) pp. 162-168

Reprinted from James R. Wetzel's American Youth: A Statistical Snapshot Washington, DC: Youth and America's Future: The William T. Grant Commission on Work, Family and Citizenship, 1989.

TABLE 9.15

CIVILIAN U.S. POPULATION AND EMPLOYMENT

1988

(Millions of 16-24 year-olds)

Category	Total	Whites	Blacks	Hispanics
Civilian Population	33.0	27.1	4.7	3.3
Employed	20.0	17.5	2.0	1.9
Percent Employed	60.8%	64.4%	43.2%	56.9%
Male Population	16.2	13.4	2.2	1.7
Employed	10.4	9.1	1.1	1.1
Percent Employed	64.1%	67.5%	47.1%	65.7%
Female Population	16.7	13.7	2.5	1.6
Employed	9.6	8.4	1.0	.8
Percent Employed	57.6%	61.4%	39.6%	46.8%

Note: Hispanics may be of any race and are, therefore, included in white and black categories as well as being shown separately.

Source: Bureau of Labor Statistics, *Employment and Earnings*, Volume 36, Number 1, (USGPO, Washington, DC: January 1989) pp.162-168

Reprinted from James R. Wetzel's American Youth: A Statistical Snapshot Washington, DC: Youth and America's Future: The William T. Grant Commission on Work, Family and Citizenship, 1989.

TABLE 9.16

NATIONWIDE UNEMPLOYMENT RATES OF YOUTH

1988

(percent unemployed)

Age	Total	Whites	Blacks	Hispanics
Total, 16 - 24				
16-19	15.3%	13.1%	32.4%	21.9%
20-24	8.7	7.1	19.6	9.8
Nonstudents:				
16-19	16.6	14.2	33.6	21.3
20-24	9.2	7.4	20.2	10.1
Students:				
16-19	13.9	11.9	30.9	23.2
20-24	6.3	5.4	15.3	7.6

Source: Bureau of Labor Statistics, *Employment and Earnings*, Volume 36, Number 1, (USGPO, Washington, DC: January 1989) pp.162-168

Reprinted from James R. Wetzel's American Youth: A Statistical Snapshot, Washington, DC: Youth and America's Future: The William T. Grant Commission on Work, Family and Citizenship, 1989.

TABLE 9.17

UNEMPLOYMENT RATE OF THE CIVILIAN POPULATION
BY AGE GROUP, RACE/ETHNIC GROUP AND GENDER

NEW YORK STATE

1987 AND 1988

Age Group	Total	Race/Ethnic Group			Gender	
		Black	White	Hispanic*	Male	Female
16 Years of Age and Older						
1987	4.9 %	9.3 %	4.2 %	8.3 %	5.2%	4.4 %
1988	4.2	7.3	3.7	6.3	4.4	3.9
16-19 Years of Age						
1987	12.1	22.9	10.6	23.6	11.7	12.6
1988	11.8	26.9	9.9	NA	12.3	11.5
20 Years of Age and Older						
1987	4.4	8.6	3.8	7.4	4.8	3.9
1988	3.7	6.3	3.3	NA	3.9	3.5

* Hispanic individuals are also included in the figures for the categories Black and White.

Source: U.S. Bureau of Labor Statistics, Current Population Survey.

TABLE 9.18

NATIONWIDE INCOME BY GENDER, AGE, AND RACE/ETHNICITY

1987

CATEGORY	MEN		WOMEN	
	15-19	20-24	15-19	20-24
Percent With Income:				
Total	67.6%	94.0%	63.7%	90.1%
Whites	71.1	95.8	67.0	91.1
Blacks	50.0	83.7	47.6	86.0
Hispanics	50.3	90.0	42.5	78.8
Average income of those with income:				
Total	$3,256	$ 10,901	$2,965	$8,406
Whites	3,378	11,286	2,998	8,749
Blacks	2,486	8,484	2,829	6,500
Hispanics	4,118	9,693	2,890	7,663

Source: Bureau of the Census, *Money Income and Poverty Status: 1987*, Advance Report, (USGPO, Washington, DC: 1988) Series P-60, Number 161, pp. 11-19

Reprinted from James R. Wetzel's American Youth: A Statistical Snapshot. Washington, DC: Youth and America's Future: The William T. Grant Commission on Work, Family and Citizenship, 1989.

TABLE 9.19

UNITED STATES UNEMPLOYMENT RATES BY EDUCATIONAL ATTAINMENT

1988

(percent of nonstudent 16-24-year-olds unemployed)

Education	Total	Whites	Blacks	Hispanics
Total	11.1%	9.2%	23.4%	12.8%
High School:				
Did not complete	20.0	17.3	37.4	16.6
Completed	10.1	8.3	21.7	11.1
College:				
One to 3 years	6.3	5.0	14.4	6.6
Four or more years	4.8	4.3	7.4	5.8

Source: Bureau of Labor Statistics, *Employment and Earnings*, Volume 36, Number 1, (USGPO, Washington, DC: January 1989) pp.168

Reprinted from James R. Wetzel's American Youth: A Statistical Snapshot, Washington, DC: Youth and America's Future: The William T. Grant Commission on Work, Family and Citizenship, 1989.

TABLE 9.20

WORK DISABILITY AMONG AMERICAN YOUTH

(in thousands)

1988

Category	Total	Men	Women
Total, ages 16 to 24	33,453	16,612	16,841
With a limitation:			
Number	1,285	674	610
Percent	3.8%	4.1%	3.6%
With a severe limitation:			
Number	577	312	265
Percent	1.7%	1.9%	1.6%

Source: Bureau of Census, *Labor Force Status of persons with a Work Disability:* 1981 to 1988, Series P-60, Number 169 (USGPO, Washington, DC: 1989) pp 16-19

Reprinted from James R. Wetzel's American Youth: A Statistical Snapshot. Washington, DC: Youth and America's Future: The William T. Grant Commission on Work, Family and Citizenship, 1989.

CHAPTER 10: CONCLUSION

This second annual report of the educational status of New York's schools confirms and elaborates upon the basic conclusion drawn from the first report, issued a year ago. Many of our students are highly successful. Too many of our students are not. The contrast in outcomes between those two groups of our young people is graphic and disturbing. It bespeaks lost opportunities and foretells great losses in social, economic, civic, and cultural terms -- losses that must concern each one of us.

Again and again, examples in the report show that certain subgroups of our student population are disproportionately represented in the various measures of success and failure. The patterns of achievement are clear. Table after table depicts the higher participation rates and performance of students attending schools outside our major urban communities, and of students attending schools that enroll smaller percentages of minorities.

These results conform to what we know from experience and research: poverty, separated families, and limited educational attainments of parents place children at risk of educational failure. It is not surprising, therefore, that the students in New York City and the other large cities, with high concentrations of poverty and social pathology, in general attend school less, drop out more, and achieve lower performance on standardized tests than their peers in other parts of the State. These patterns should not obscure the many exceptions. Some schools within our cities succeed very well for their students; some schools outside urban areas are challenged to educate significant percentages of children who are placed at risk of educational failure.

Minority status, in and of itself, is not a cause of students' performing poorly or dropping out. Rather, in our society where the scars of racial inequality persist, minority status is strongly associated with poverty and other population characteristics that make children vulnerable to educational failure. For this reason, it is essential that educators and policymakers assess educational outcomes for different racial and ethnic groups as a basis for developing informed and effective strategies to improve student achievement.

The existence of population characteristics that foster educational risk must not be used to excuse unsatisfactory progress toward meeting high expectations for performance. Instead, the concentration of these factors in certain communities must lead us to focus resources and creative energies where they are needed most.

Many of the challenges confronting the schools today and reported here are not new ones. In fact, our society's inability to overcome racial inequality, and to come to terms with social ills (such as homelessness and substance abuse) associated with poverty, have posed long-standing challenges to our schools. Yet, they face new challenges as well.

The State's population is becoming much more diverse ethnically, culturally, and linguistically. Technology is transforming our lives. The economic marketplace is changing fundamentally and permanently. These transformations are altering our social attitudes and our whole idea of the world itself.

We know, again through experience and research, what works in making schools successful. However, it is a daunting challenge to strengthen school building leadership, to train and motivate staff, to create effective instructional programs, and to build partnerships with parents, business, and community organizations (among others) -- with limited and inflexible budgets, within conventional school governance structures, amid traditional ways of doing business. New and innovative solutions are urgently needed.

The chief purpose of this report is to present the condition of our schools so that the Governor and the Legislature can better assess the efficacy of the State's investment in educating the young. The report, however, would be incomplete if it did not establish some connections between the challenges revealed by the findings and the current efforts and plans of the Board of Regents to address those challenges.

Underpinning our commitment to improving the educational opportunities and achievements of all children in New York State are ten principles which should guide school reform efforts of the Governor, the Legislature, and the Board of Regents. These principles are reflected in many of the Education Department's recent initiatives:

- ***Foster accountability by a focus on results, not process or procedures.***

  The new Excellence and Accountability Program focuses on results, rather than procedures. It provides enhanced accountability while stimulating local initiative.

- ***Set clear standards for excellence as well as ensuring that minimum standards are being met.***

  The Regents Action Plan, enacted in 1984, set standards of achievement, introduced new measures of accountability, called for significant changes in practice, and more. The new Excellence and Accountability Program goes beyond minimum academic requirements to reach for excellence: to define, in partnership with local school districts, new standards of excellence -- and then to assist with their pursuit.

  The State Testing Program, through which the Department monitors the academic standards of local schools, is expanding to include additional assessment techniques beyond the traditional multiple-choice, paper and pencil examinations.

The Regents, recognizing the unique developmental needs of young adolescents, have recently adopted a policy statement on middle-level education that sets academic, personal, and social goals for these students.

- ***Focus resources where they are most needed.***

The "Bill of Rights for Children" is a statement of goals and principles intended to guide our actions in meeting the needs of youth at risk.

The Regents policy statement and action plan for youth placed at-risk seeks to ensure that all students complete a quality secondary school program, through the targeting of new resources, coordinating and using of available resources more effectively, and ensuring that programs and services respect students' cultural, racial, social, economic, and language backgrounds.

The Regents 1990-91 State Aid proposal includes several specific legislative recommendations which would drive money to districts according to the educational risk of their students. The State Aid proposal recognizes the need to provide more money based on pupil need.

A legislative proposal for a new governance structure for New York City exemplifies the intention to take greater initiative in dealing with the special challenges in New York City. The intent is to redesign the district to be more responsive to the needs of students. This task requires reorganizing the New York City School District into smaller, more responsive units with clear and rational roles, responsibilities, and authority that permit accountability. Further, our comprehensive plan for New York City calls for improvement in fundamental matters of governance, finance, instruction, personnel, facilities, and community.

- ***Nurture ethnic, cultural, and linguistic diversity.***

The Regents Minority Fellows Program provides opportunities for talented individuals from diverse racial/cultural backgrounds to develop professionally as leaders in education. A set of opportunity programs -- STEP, CSTEP, and HEOP -- allow other individuals to pursue higher education.

The Regents 1988 Statement of Policy and Proposed Action for Bilingual Education states unequivocally that limited English proficient students have equal access to and participate in educational programs in all curricular areas. The State Testing Program now provides students enrolled in English as a Second Language programs with alternative-language editions of certain Pupil Evaluation Program tests and Regents Competency Tests.

- ***Create incentives for constructive change.***

  The Middle-level Challenge Program provides opportunities for local schools and school districts to exercise their own initiative in developing innovative programs for these young people.

- ***Encourage the use of learning technologies.***

  Technology Network Ties and Student Information Systems allow educators to communicate better with one another and to keep track of students. The goal of the network is to support the teaching/learning environment by increasing the use of appropriate, innovative technology for management, instructional support, and direct instruction. The Department is also committed to improving its research and information capacity and training more people in science and mathematics and in the applications of technology.

  The instructional television program provides grants to increase the use of instructional television in classrooms by having districts work cooperatively with public broadcast stations in acquiring quality instructional programming which supports the State's curricula.

- ***Invest early in young children.***

  New offices have been established in the State Education Department to oversee education in the critical early years. New laws and regulations have been developed to govern prekindergarten experiences for children with handicapping conditions.

  The current prekindergarten program focuses on areas with high concentrations of economically deprived children and provides them with health, psychological, and social services. The program emphasizes strong parent involvement by offering the opportunity for parents to participate in their children's education, while improving their own parenting skills.

- ***Support families and work in cooperation with community organizations.***

  The Community Schools Program exemplifies a seminal notion of what schools can and should be, particularly in distressed areas: the integration of education and social service, toward the end of improving academic achievement.

The Parenting Education Program provides funds for the development of programs to teach adults skills related to effective parenting and to involve them in their children's education, and to increase children's awareness of what it means to be a parent and to foster their sense of self-worth.

- ***Enlist the participation and energies of those working in schools.***

The Effective Schools Consortia Network reflects the adoption of a common strategy to reform those schools most in need of assistance. This strategy is comprehensive school improvement planning in the context of the characteristics of effective schools. Each school is required to create a building planning team composed of professional and support staff as well as representatives of the community, parents, and, where appropriate, students. The team will develop a comprehensive school improvement plan.

- ***Ensure an adequate professional work force.***

A long-term effort to make the occupation of teaching a full profession is coming to fruition. A legislative proposal was advanced to establish State Boards for the Professions of Public School Teaching and Public School Administration and Supervision and to require all teachers in the State to be licensed by the State Education Department.

New certification regulations set high standards for teacher preparation and entry into the profession, including a prekindergarten-through-grade-three certificate.

The Fund for Innovation Program provides financial support for districts that negotiate a process for shared decision making among school district administrators and teachers.

The Department has a new Office for Teaching which can advance the cause of teaching as a profession.

The fundamental goal for school reform must be twofold. First, achieve equity for pupils in terms of both opportunity to participate and opportunity to complete educational programs of the highest quality. Second, make schools more accountable and accessible to the public, so that schools become more integral institutions in the local communities they serve. The challenges confronting the State's public schools as we enter the next century are indeed formidable. This report provides much evidence of the pervasive and enduring nature of these challenges. The mandate for action is overwhelming. Educators, State policymakers, and local communities must respond. The future of our nation and the welfare of our citizens require it.

CHAPTER 11: DATA RESOURCES

In August 1987, the New York State Legislature enacted an amendment to Section 215-a of the Education Law which requires the Board of Regents to submit an annual report on the educational status of the State's schools. The Chapter 655 amendment is specific in the types of information that is to be reported and includes a strong focus on data related to student performance. An extremely important element of this law, one consistent with the Department's dual commitment to educational excellence and equity, is the requested display of data by racial/ethnic group and gender, on both a statewide and individual district basis "to the extent practicable."

Data Sources for the 1988-89 Edition

The Department relied on current reporting systems to supply the majority of data for the 1988-89 edition of this report. The major reporting systems utilized were the Basic Educational Data System (BEDS), the Higher Education Data System (HEDS), and the State Testing Program. BEDS annually collects data from schools covering topics such as: students, teachers, student support services, school facilities and school resources. HEDS annually collects data from postsecondary institutions including data on student enrollments, faculty profiles and expenditures. The State Testing Program collects State test results and related information.

Data from these three databases were supplemented by several sources. Special sampling studies were conducted where warranted and feasible, particularly in the case of data analysis involving gender. Additional information was generated from the March 1988 Current Population Survey and other governmental statistical reports. Information about results on the Scholastic Aptitude Test was developed with the cooperation of the College Board. Finally, several program offices within the State Education Department contributed both statistical data and programmatic information.

Status of Department Data Collection Efforts

Currently, the Department routinely collects two categories of data about schools and students. The first is student-specific information. The second is aggregated data which is reported to the Department at the school building or school district level.

The Department collects student-specific data through a variety of student data collection forms. The New York State High School Equivalency Examination answer sheet, the System to Account for Children (STAC) forms (prepared for students with handicapping conditions), and the Regents Scholarship applications are examples of

instruments that collect student-specific data. In the instance of the STAC system, these student-specific data collection forms are also linked to unique case registration numbers, which permit the implementation of a tracking system for all participating students.

A wide variety of critical data – especially outcome, dropout, and attendance data – is originally recorded on an individual basis at the local level, but is submitted to the Education Department at the building level. The Pupil Evaluation Program test results, the Regents Competency test results and Regents examination results are all examples of routinely submitted, locally aggregated performance data. They do not provide breakdowns by either gender or race/ethnicity at either the school building or district level. Similarly, the dropout and attendance data now submitted to the Department are in an aggregated form, without gender or race/ethnicity breakdowns.

With the exception of the student-specific information that is now retrieved, the Department's current capacity to display gender- and race/ethnicity-specific outcome information is limited. For example, the current data on test scores received from each school building do not permit the direct determination of how Blacks, Hispanics or white students attending these buildings have performed. Overall building performance may, in fact, mask differences in the performance of specific racial/ethnic groups, particularly in buildings in which a specific racial/ethnic group constitutes a relatively small percentage of the total student enrollment. The same limitations on the current data apply to any efforts to determine the level of academic success of children from low-income families.

The need for breakdowns of performance data by race/ethnicity, gender and poverty status is widely accepted. In response to the need for these data, the Department has periodically conducted specialized sampling studies in order to display testing outcomes by student characteristics. These sampling approaches, however, are designed to be statistically representative of the entire State, not individual school districts or buildings. Sample sizes large enough to be statistically representative of school districts (much less individual buildings) would be prohibitively large. Hence, even with the application of sampling techniques, the direct display of outcome data by specific race/ethnicity, gender, and poverty status which are statistically reliable at the individual district or building level is not practical.

A second strategy used by the Department in order to relate data about race/ethnicity and poverty status to outcome data in a proximate fashion is based on the current availability of detailed information about composition of school building enrollments regarding race/ethnicity and poverty status. For example, the availability of these data permits the Department to display building level performance outcomes by the percentage of the minority enrollment. These aggregated data permit the Department to examine performance outcomes from buildings which have specific minority compositions. This capacity should not be underrated since it addresses many, but not all, questions relevant to State policy. As noted already, these data do not reveal whether the overall building performance masks extreme test score differences between particular groups of students.

The Department is also a major participant in (and has received the necessary legislative support for supplementing) the National Education Longitudinal Survey (NELS: 88) being conducted nationwide by the National Opinion Research Center. Data were collected from a sample of eighth grade students during the Spring of 1988. These students will be tracked over time and from whom extensive data on cognitive testing, aspirations, family and parent involvement, and school environment will be collected. Sample size will be sufficient to ensure accurate uni-dimensional generalizations at the State level to students of different racial/ethnic and socioeconomic backgrounds, thus providing a wealth of data relevant to policymaking. Because of the special augmentation to the original sample, these data will support not only an analysis of specific population groups statewide, but also provide information on New York City students as well.

In summary, the Department does possess the capacity to respond to a variety of policy questions involving students of different racial/ethnic backgrounds and gender, especially at the statewide level. The capacity to display specific outcome information for different student groups, however, is limited and is currently addressed primarily through specialized sampling studies.

Department Initiatives Related to Data Collection and Analysis

The Department is currently reviewing its data collection procedures in order to implement modifications which will enhance the capacity to display racial/ethnic- and gender-specific data. For example, forms that are currently completed by individual student test takers or school district staff will be redesigned to reflect this concern. More importantly however, the Department is undertaking several major initiatives which will ensure that data collection and analysis becomes fully integrated with, and supportive of, critical planning, supervision and evaluation activities occurring at both the State and local levels. These initiatives include: the Technology Network Ties (TNT), the Student Information System (SIS), and the Fiscal Profiles project.

Technology Network Ties (TNT)

This program integrates computer hardware, software and communications technologies in a comprehensive statewide network linking school districts, BOCES, libraries and other educational agencies with the State Education Department. The goal of the program is to support and enhance the teaching/learning environment in classrooms through increased access to and sharing of instructional services and management applications in the schools. The primary focus of this program is to network schools and BOCES across the State and integrate their information needs in order to produce and provide for timely, accurate reporting systems and provide an outlet for sharing state-of-the-art instructional information.

School districts connected to the TNT backbone have the capacity to: pilot new modes of instructional delivery; report upon student progress on an individual basis; make strategic decisions based upon management information supported in the system; and reduce the burden of paperwork by providing an electronic reporting system which feeds directly into the State Education Department.

Currently, the TNT backbone communications network links the nine BOCES Regional Information Centers and New York City with the Education Department. From each of the backbone sites, there are interconnections to all 41 BOCES and many school districts in each Regional Information Center area. Almost half of the school districts in New York State have the capacity to be connected to the network. It is anticipated that within the next year, all districts in the State will have access to the TNT backbone sites.

Student Information System (SIS)

The Student Information System will allow authorized users, including teachers and principals, to use decision-support tools to readily identify student-based information and analyze trends in key areas such as academic performance and attendance. As a by-product, the system will provide information for management and strategic planning as well as electronic State reporting. Critical to the Student Information System capabilities is a system that will help identify students placed at risk, assist in the diagnosis of these students, track their progress, and assist in gathering evaluative information.

Through the involvement of the State Education Department, the development of the Big 5 cities' SIS system is being coordinated with BOCES under the Technology Network Ties (TNT) umbrella so that a common core of student information can be created and maintained statewide to meet State reporting requirements and to provide a common basis for sharing information across districts. To extend the TNT network infrastructure, funding from the Student Information System will connect every school building in each of the Big 5 cities to their respective district offices, and to the statewide network being implemented through TNT. Thus, the TNT network provides the telecommunication vehicle for linking the Big 5 cities and BOCES with each other and with the State Education Department. TNT also provides the standards and protocols for communicating and moving data, including SIS data, statewide.

The Student Information System is designed to address multiple levels of needs, ranging from the operational level in the school building to the policy level at the central board and State levels. The system is not being designed to be implemented as a "top down" approach, but rather involves immediate and tangible benefits for school officials using the system at the school building level. The system is designed to meet current and anticipated information needs, support better decision-making regarding resource allocation, and improve the level of services provided to students in each of the Big 5 cities. The

system is also designed to provide information for policymakers at the State level (in the Executive branch, the Legislature and the State Education Department) including information indicating whether laws and regulations are leading to improved educational services for young people.

The system will provide all schools with capabilities such as automating daily student attendance records. The system will also reduce data collection tasks imposed upon teachers and principals in schools, thereby allowing them to spend more of their time using information to make decisions about instruction, programs and pupil services. More accurate, complete and timely data will be available. Once comprehensive networks are in place that link all buildings in each of the Big 5 cities, students will be tracked and accounted for in a way that has never been possible before.

Fiscal Profiles of School Districts

The Education Department has developed a new computerized reporting system, frequently referred to as the School District Fiscal Profiles. The profiles provide a detailed and comprehensive view of the spending, revenue, staffing, salary, and educational performance trends in districts. The profiles are derived from data previously submitted by school districts. Generating the profiles require the merging of many computerized files from several different databases and the calculating of statistics not previously used by the Department.

A prototype of the profiles has been reviewed and approved by the Board of Regents. The initial school district fiscal profiles reported data for the school years 1982-83 through 1986-87. The Department plans to publish the school district fiscal profiles as an annual publication.

Regents Policy

In the development of the three data collection and analysis initiatives discussed above, the Regents and the Department have been required by necessity to address several policy questions related to information system development and implementation. The key policy questions concern the purposes for data collection and analysis, the importance of individual student data, the need for a common, integrated database, and the appropriate use of technology.

Foremost, the Regents recognize the critical importance of information for decision-making. Teachers and administrators must have reliable, accurate and timely information about all their students. This information must be available to those authorized to use the information in ways that make it easy to analyze both individual student progress through the curriculum, as well as the success of various groups of students.

The Regents recognize the need for individual student data for State policymaking, as well as the importance of security and confidentiality of this information. The Regents have a responsibility to ensure that all students in New York State are being equitably educated in a manner which guarantees that minimum standards are met. In order to have the means to support the Regents and the Department's accountability for the equitable treatment of students across the State, a wide variety of individual student demographic and performance data needs to be monitored on a regular basis. This necessitates that a statewide student database, with the individual student as the unit of analysis, be available to the Department. To ensure that the goals of both equity and excellence are met, this database must include gender and ethnic information.

The Regents reaffirm the importance of information system security to restrict access to individual pupil information solely to those authorized to use such information. Furthermore, the Regents support the need to preserve the confidentiality of all students. To this end, the Regents support the prosecution, to the full extent of the law, of any individual or group who accesses or uses information in an unauthorized manner, or any individual or group who uses information systems (or the information they contain) for either personal gain or in a malicious or destructive way.

The Regents support local district planning for using technology in the management of school districts and in the support of instruction. This planning must examine existing hardware and software, sources of funding, and the relationship of these with the curriculum objectives of districts. Planning must focus on technology as a supportive tool for instruction and management, rather than on the technology itself.

The Regents recognize the crucial importance of a common, integrated database of student and school building information and a statewide network with standards for allowing access to, and sharing of, information. The establishment of standards is a critical State role and critical to ensuring that consistent information is available in the most cost-effective manner possible. Through the work of Technology Network Ties and the Student Information System, the establishment of this database and network are under way.

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Unless noted in the text of the report, the source for all tables is the New York State Education Department's Information Center on Education.

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No tables or figures are included in this chapter.

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